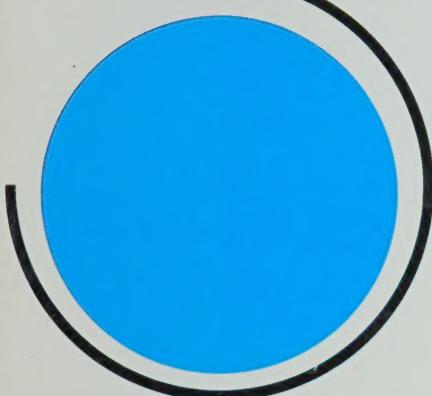


University Of Alberta



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# SPELL/WRITE

PE

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S732

1978

LEV.2

WKBK.

CURR

**du-media**

## EVERYONE IS DIFFERENT



There are different ways to write the alphabet letters.  
Here are some other forms of the letters.

Your teacher may suggest that you use forms other than the ones in this book. It is important to write your letters neatly, the same way each time.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

# SPELL/WRITE

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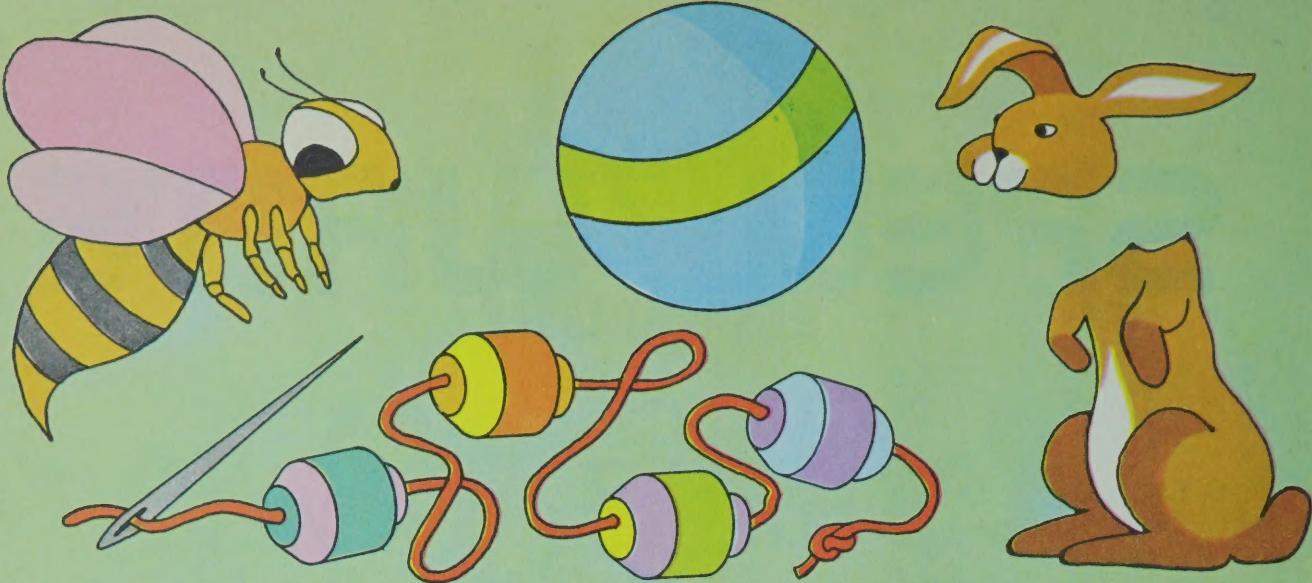
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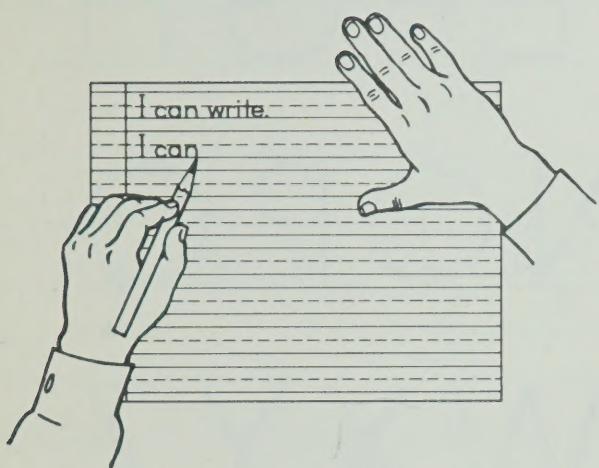
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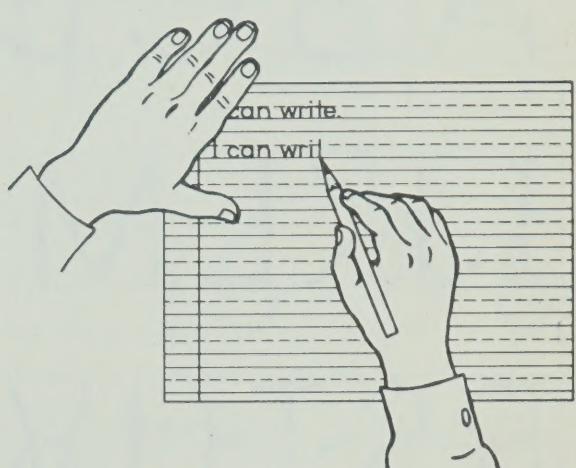
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## WRITING AT A DESK



Left-handed writers



Right-handed writers



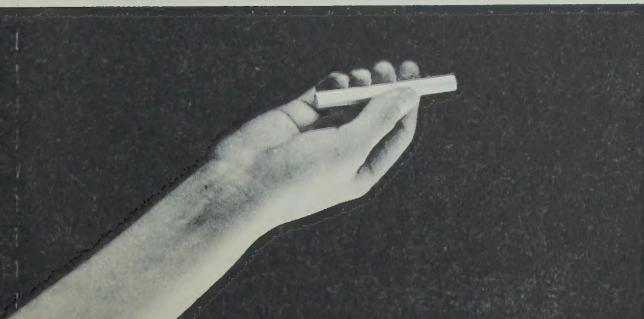
Left-handed writers

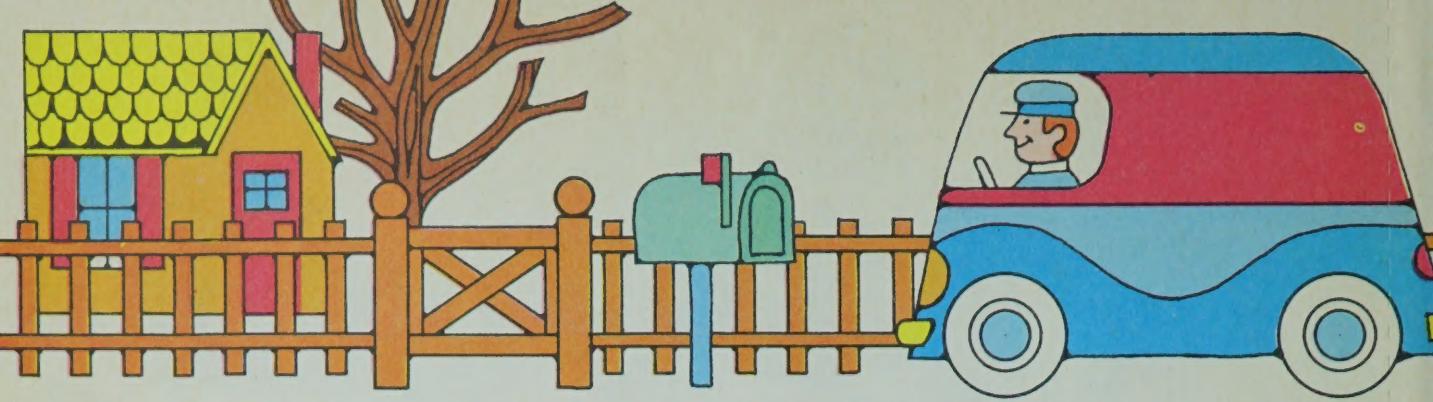


Right-handed writers

## WRITING AT THE CHALKBOARD

2722631





## MANUSCRIPT CAPITAL LETTERS

A B C D E F G H

I J K L M N O P Q

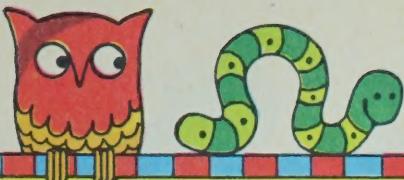
R S T U V W X Y Z

## MANUSCRIPT SMALL LETTERS

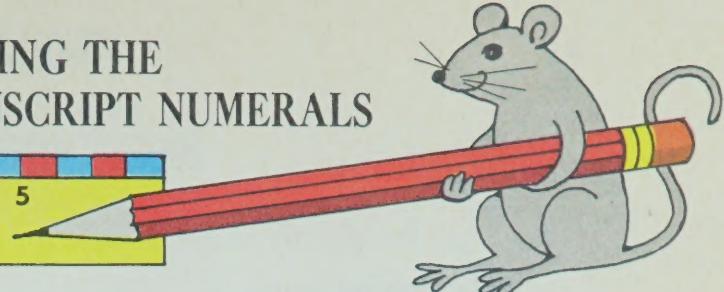
a b c d e f g h

i j k l m n o p q

r s t u v w x y z



## WRITING THE MANUSCRIPT NUMERALS



Practise writing each numeral.

1 1 1

2 2 2 2

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

8 8 8 8

9 9 9 9

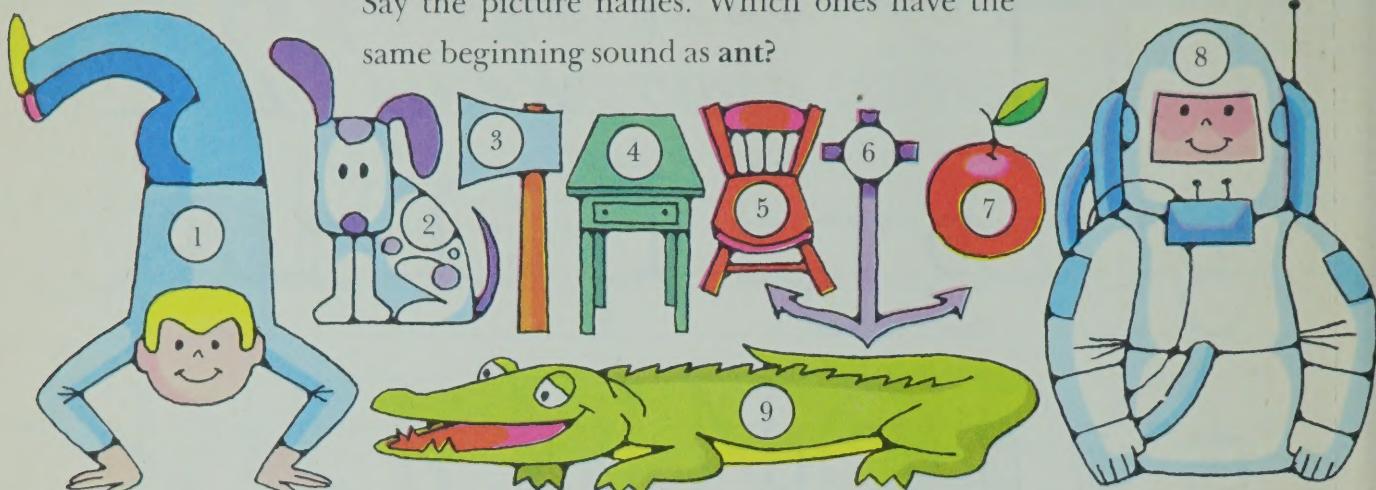
10 10 10 10

## BEGINNING SOUNDS

Say the picture name. Listen for the beginning sound.



Say the picture names. Which ones have the same beginning sound as **ant**?



Write the numerals below.

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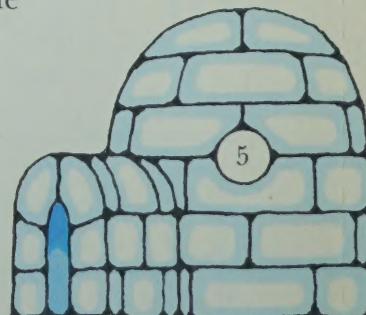
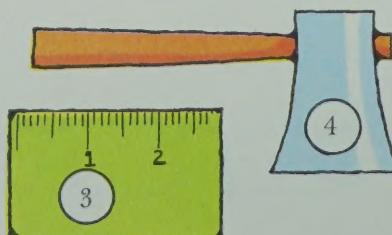
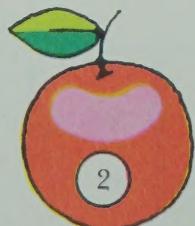
## MORE BEGINNING SOUNDS

Listen for the beginning sound in the words.

if

is

ill



Say the picture names. Which ones have the same beginning sound as **if**?

Write the numerals.

---



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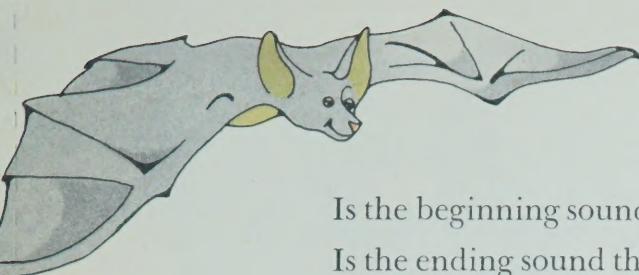
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# MIDDLE SOUNDS

Say the picture names.

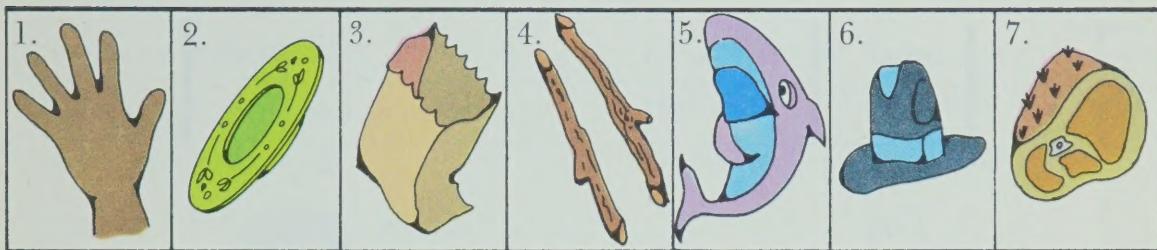
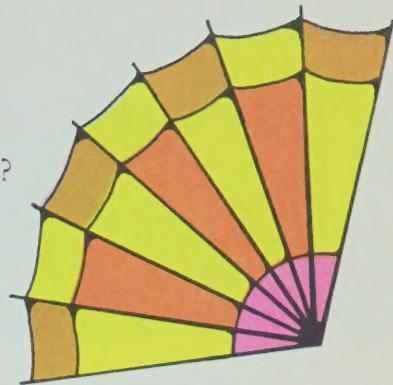


Is the beginning sound the same in both words?

Is the ending sound the same?

Is the middle sound the same?

Say the picture names. Which ones have  
the middle sound you hear in **bat** and **fan**?



## MORE MIDDLE SOUNDS

Say the picture name.

Listen for the middle sound in the picture name.

Now find the picture names above that have the middle sound you hear in **pig**.

Write the numerals below.

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---

---

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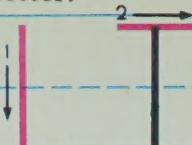
Some sounds in words are **vowel sounds**. The first sounds in **ant** and **ink** are vowel sounds. So are the middle sounds in **bat** and **pig**.



## WRITE AND REVIEW

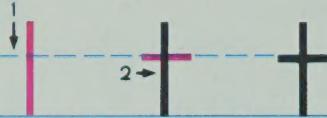
Practise each letter.

T



T

t



t

How are the letters alike?

T

L

H

t

l

i

A Toy

Oh, what is a toy  
That sounds like mop?  
It spins all around  
And comes to a stop.



Write the word that answers the riddle.

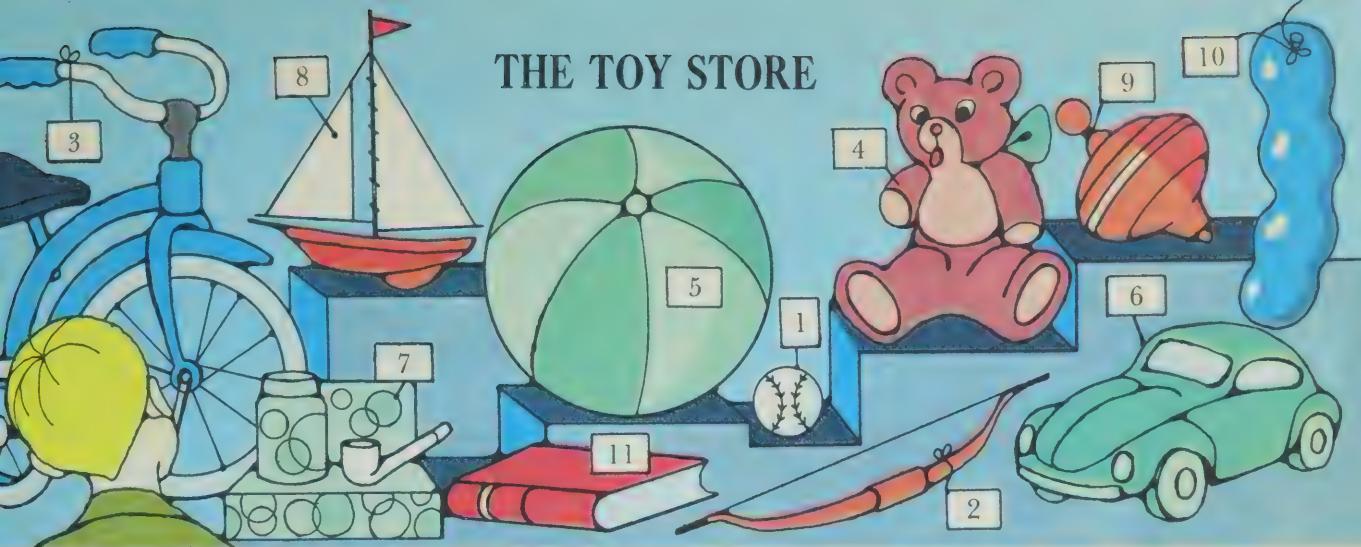
bat

block

top

Write the title of the riddle.

# THE TOY STORE



Bill will buy the big beach ball.

Say the picture sentence.

Now say just the words that have the same beginning sound.

Name the things in the picture.

Which picture names have the same beginning sound as **buy** and **big**?

Write the numerals below.

Which picture names have other beginning sounds?

Write the numerals.

Some sounds in words are vowel sounds.

Other sounds in words are **consonant sounds**.

The beginning sound in **beach** and **ball** is a consonant sound. So is the beginning sound of each picture name above.

am      at      am      bad      had      fat      cat      hat  
    
 sad      bat      rat      bag

1. Name the animals you see in the picture and tell what's happening.
2. What vowel sound do you hear in each animal's name?  
 The vowel sound you hear is called the **short a sound**.
3. What letter spells the short a sound in **fat**?
4. Write the letter that belongs in the unfinished words below.

The f **a** t c \_\_\_\_\_ t is

in the h \_\_\_\_\_ t.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **cat**.



Write all the words you can think of that rhyme with **cat** and **hat**.

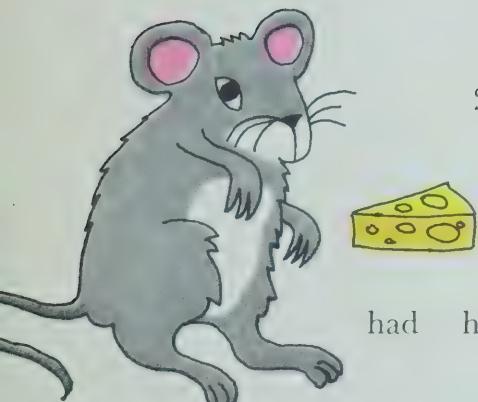
# FINISH THE CARTOONS

Say each word. Write the short a list words for each story.

1. am is I am a bat.



it at I fly at night.



2. bud bad I am a bad rat.

had hid I wish I had some cheese.

3. cot cat I am a cat.



hit hat I like to sit in a hat.

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

Write these words: **sad**, **bat**, **rat**, and **bag**. Circle the letter that spells the vowel sound in each word.

● who too blue ●

## WRITE AND REVIEW



Practise each letter.

A / A A

a c a a

How are the letters alike?

A Z a c d e

Copy the sentence.

Al met a cat.

# LOOK AGAIN

## RING AROUND A RHYME

The word **bad** sounds almost like **sad** and **mad**. **Bad**, **sad**, and **mad** are **rhyme words**. Circle the words in each line that rhyme with the first word.

1.	bad	sad	mad	bud	mud
2.	ran	can	fan	run	tan
3.	cat	cut	bat	rat	dot
4.	had	sad	hid	bad	pad
5.	hat	hit	sat	not	mat

# LOOK AHEAD

## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

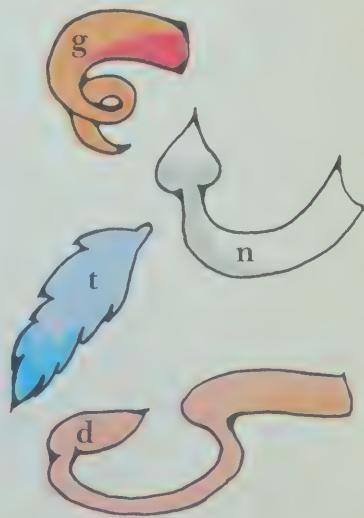
Heads



Bodies



Tails



## WHAT'S HAPPENING?

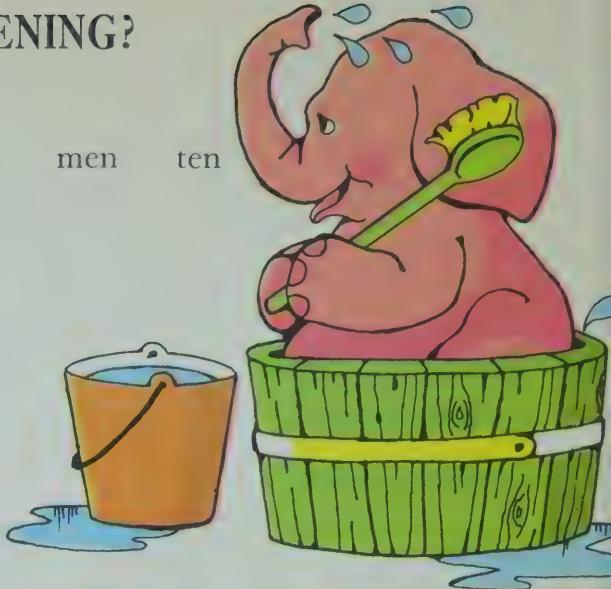
red	bed	red	get	let	hen	men	ten
<u>  </u>	jet	fed	leg	peg			

1. Name the animals you see in the pictures and tell what's happening.
2. What vowel sound do you hear in each animal's name?  
The vowel sound you hear is called the **short e sound**.
3. What letter spells the short e sound in **red**?
4. Write the letter that belongs in the unfinished words below.

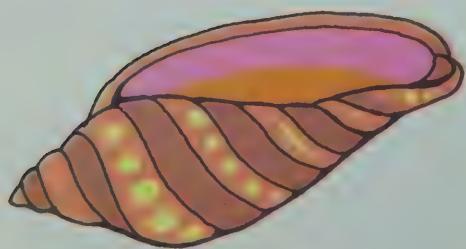
The r e d h \_\_\_\_\_ n has

t \_\_\_\_\_ n eggs.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **red**?



Write all the words you can think of that have the short e vowel sound.

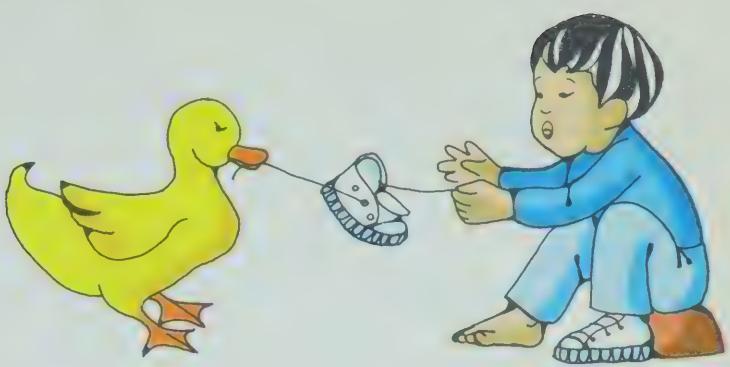


## WRITE THE WORD

Say each word. Write the short e list word that belongs in the sentence.

1. let      lot

Please let go!



2. men      man



The two \_\_\_\_\_ ran away.

3. get      got



Please \_\_\_\_\_ that dog!



4. bed      bad

The pet is on the \_\_\_\_\_.

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

• go      so      no •

Write these words: **jet**, **fed**, **leg** and **peg**. Circle the letter that spells the vowel sound in each word.

## WRITE AND REVIEW



Practise each letter.

E F F E E

e - e<sup>2</sup> e

How are the letters alike?

E F L e c a d

Copy the sentence.

Ellen fed the hen.

# LOOK AGAIN

## CIRCLE THE WORD

Circle the word that is not the same as the other words in the line.

1.	rod	rod	red	rod
2.	get	got	got	got
3.	bud	bud	bud	bed
4.	let	lit	lit	lit

What vowel sound do you hear in every word you circled? What letter is in every word you circled?

# LOOK AHEAD

## DRAW A STORY

Draw pictures for a story about a wet pet who gets lost and is flown home on a jet.

hot

lot

not

hot

hop

top

mop

job

cob

rob

fog

hog

1. Name the animal you see in the picture and tell what's happening.

2. What vowel sound do you hear in the animal's name?

The vowel sound you hear is called the **short o sound**.

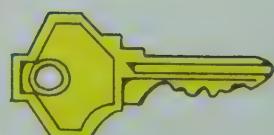
3. What letter spells the short o sound in **hop**?

4. Write the letter that belongs in the unfinished words below.

The fox put a 1 **Q** t of

h \_\_\_\_ t food on t \_\_\_\_ p of  
the table.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **mop**.



Look at the above picture again. Are there picture names there that have the short o sound? Do they make you think of other words that have the short o sound? Write the words.

# RHYME WORDS

The words **hop**, **top**, and **mop** are rhyme words. Write a list word that rhymes with the two words in the line.

1. hop top

**mop**

4. lot not

2. rob cob

5. hot lot

3. mop top

6. not hot

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

Circle the letter that spells the vowel sound in **cob**, **rob**, **fog**, and **hog**.



you

your

yours

## WRITE AND REVIEW

Practise each letter.



How are the letters alike?

O C o c



Copy the sentence.

What did Ollie  
do with the mop?

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

pot <sup>1</sup>	pet <sup>2</sup>	tap <sup>3</sup>	top <sup>4</sup>
			not <sup>5</sup>
mop <sup>8</sup>	map <sup>7</sup>	net <sup>6</sup>	



# LOOK AHEAD

## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

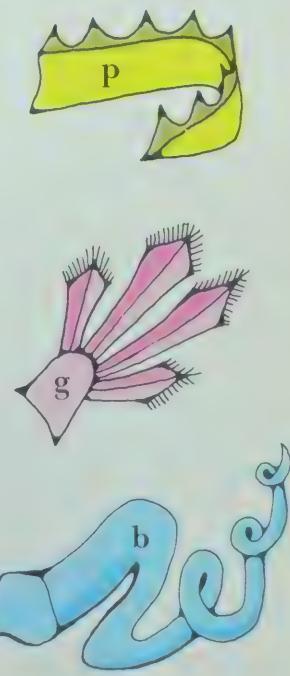
### Heads



### Bodies



### Tails



if      is      if      big      pig      him      his      dig  
 sip      win      pit      sit

1. Name the animals you see in the pictures and tell what's happening.
2. What vowel sound do you hear in each animal's name?

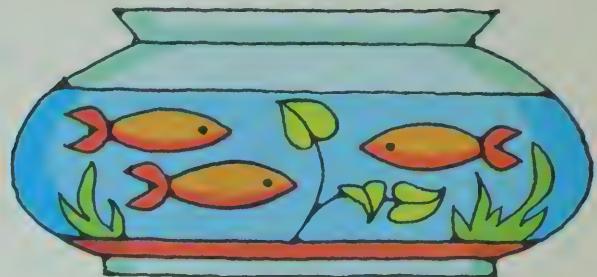
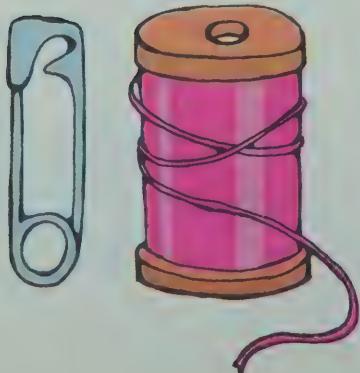
The vowel sound you hear is  
 called the **short i sound**.

3. What letter spells the short **i** sound in **pig**?
4. Write the letter that belongs in the unfinished words below.

The p **i** g will d \_\_\_\_\_ g a

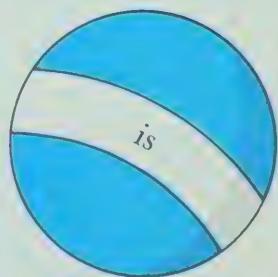
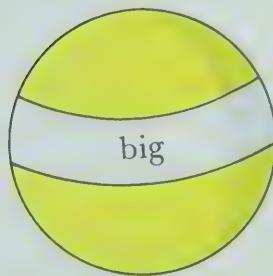
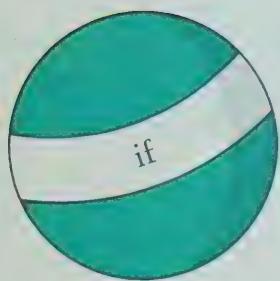
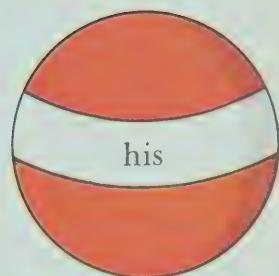
b \_\_\_\_\_ g hole.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **pig**.



Write all the words you can think of  
 that have the same vowel sound as  
**pig**.

# PLAY BALL



Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

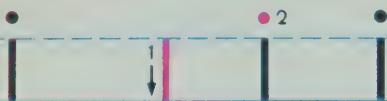
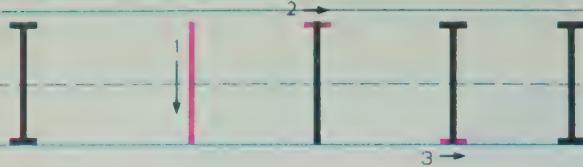
Everyone: Write the words on your paper.

What vowel sound do you hear in every word? Write the letter that spells the sound.

Write these words: **sip**, **win**, **pit**, and **sit**. Circle the letter that spells the vowel sound in each word.

## WRITE AND REVIEW

Practise each letter.



How are the letters alike?

I L T i l t



Copy the sentence.

Is he a wiggly  
pig?

# LOOK AGAIN

## CIRCLE THE WORD

Circle the word in each line that is not the same as the other words.

1.	bag	big	bag	bag
2.	ham	ham	him	ham
3.	is	as	as	as
4.	peg	peg	peg	pig

What vowel sound is in every word you circled? What letter is in every word you circled?



# LOOK AHEAD

## NEW WORDS FROM OLD

Use different vowel sounds to make new words from the list words below.

1. him

2. dig

3. big

Write the new words on your paper.

## WHAT'S HAPPENING?

up      us      up      cup      bug      cut      sun      fun  
 pup      rug      tug      nut

1. Name the things you see in the picture and tell what's happening.

2. What vowel sound do you hear in **bug** and **sun**?

The vowel sound you hear is called the **short u sound**.

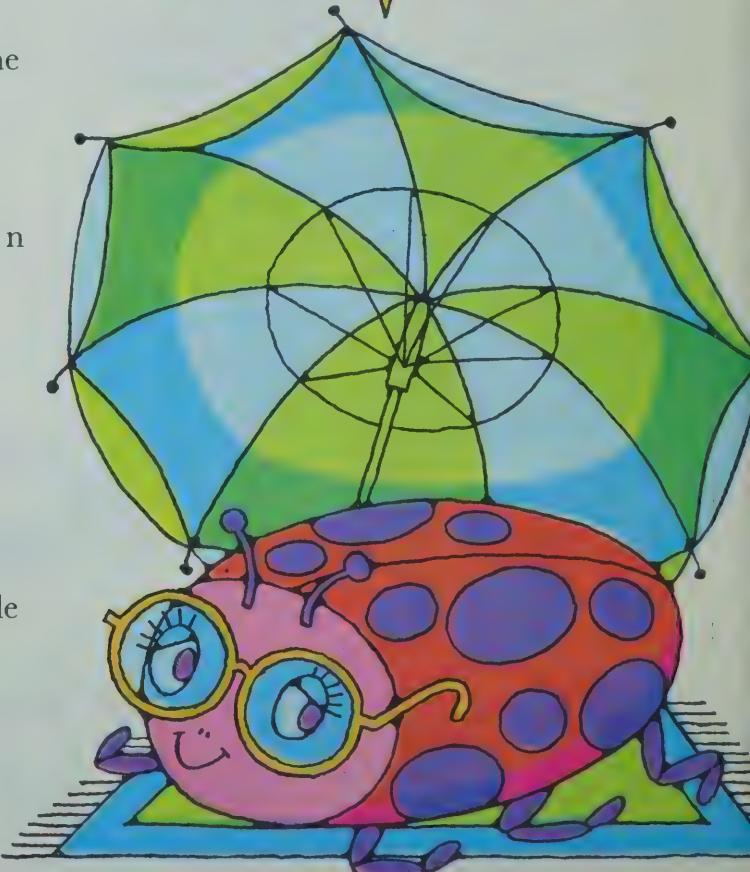
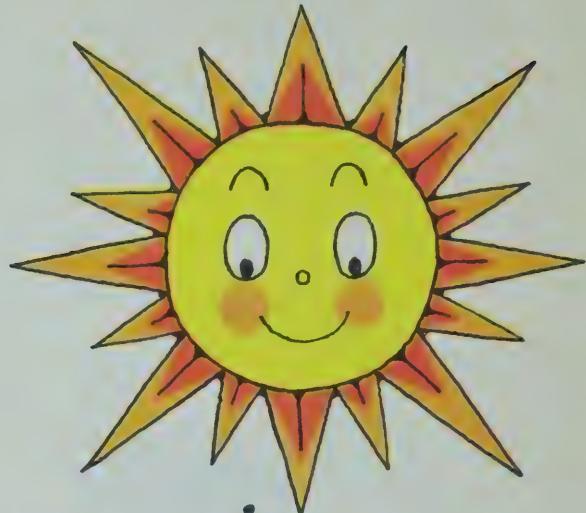
3. What letter spells the short **u** sound in **bug**?

4. Write the letter that belongs in the unfinished words below.

The b **U** g is having f \_\_\_\_ n

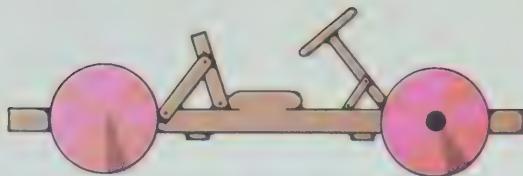
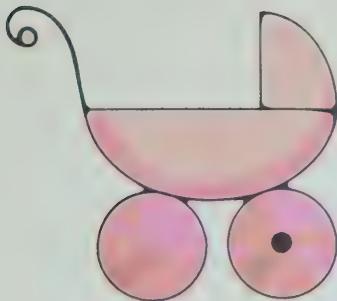
in the s \_\_\_\_ n.

5. Name the pictures below. Circle the picture whose name has the vowel sound you hear in **bug**.



Draw your own picture showing as many list words as you can. Write the list words under your picture.

# SWITCHEROO



Make a list word by switching one letter from the first box to the blank in the second box.

1.

 us U p

3.

 cut c u p

2.

 up u s

4.

 bug c u t

5.

 fun s u n

What vowel sound do you hear in every word you wrote? Write the letter that spells the sound.

Write the words **pup**, **rug**, **tug**, and **nut**. Circle the letter that spells the vowel sound in each word.

## WRITE AND REVIEW

Practise each letter.

u l u u

u l u u

How are the letters alike?

Uu ui

Copy the sentence.

Up in the cup  
went the bug.



# LOOK AGAIN

## MATCHO

Circle the words in each line that are spelled just like the first word.

1.	cut	cut	cut	cat
2.	fun	fun	fin	fun
3.	bug	bag	bug	big
4.	cup	cup	cap	cup
5.	sun	sub	sun	sat

# LOOK AHEAD

## DRAW A STORY

Draw pictures for a story about a bug that lives in a mud hut.

Circle the letters that are vowels.

a b c d e f g h i j k l m n o p q r s t u v w x y z

NAME THE PICTURES

1. Write the picture name  
that has the short a sound.

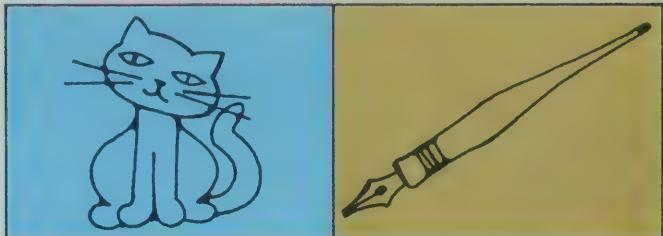
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2. Write the picture name  
that has the short e sound.

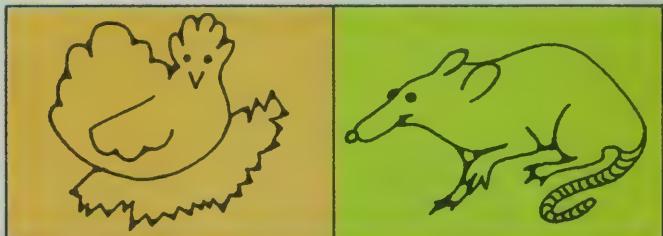
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3. Write the picture name  
that has the short o sound.

---



---



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4. Write the picture name  
that has the short i sound.

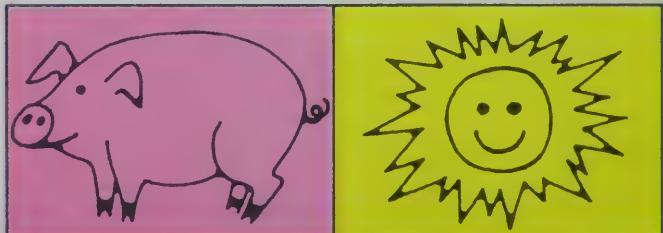
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5. Write the picture name  
that has the short u sound.

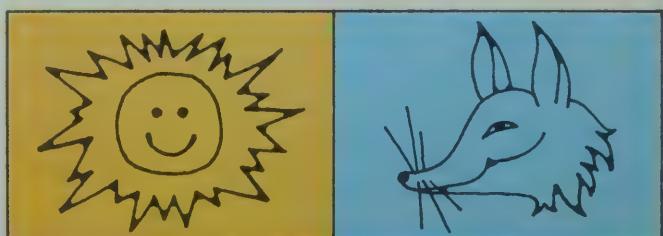
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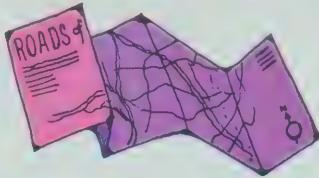
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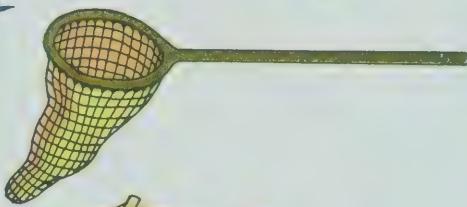
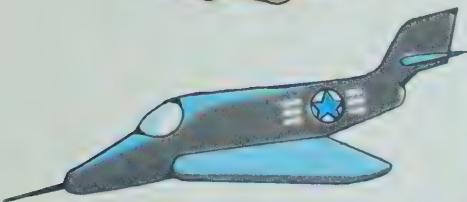
## PICTURE PAIRS

Name the pictures on this page. Write the letter that stands for the short vowel sound in each pair of picture names.

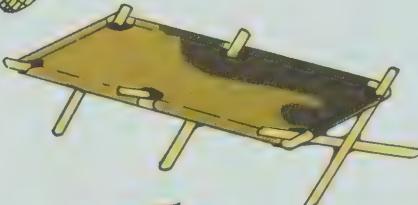
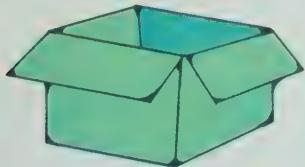
1.



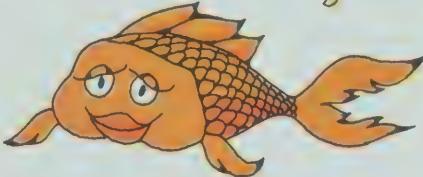
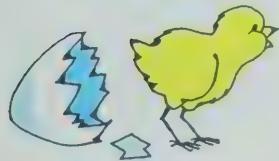
2.



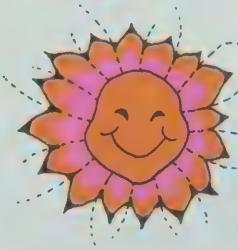
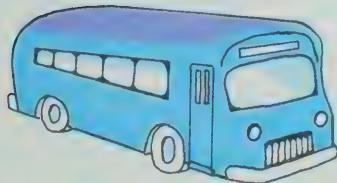
3.



4.



5.



Can you write the names of any of the pictures on this page? How many can you write?

# PUZZLE SOUNDS

gas      pet      cot      yet      tub      can      dug      pop      tin      bit

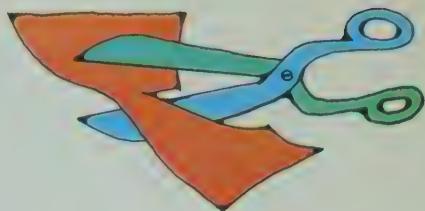
1. I am in **cut**, **fun**, and **up**. What sound am I?

Which words on the list have the same sound? Write the words.

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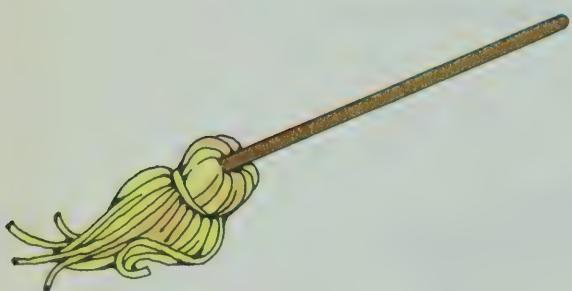


2. I am in **top**, **not**, and **mop**. What sound am I? Write the words from the list that have the same sound.

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3. I am in **him**, **big**, and **is**. What sound am I?

Write the words from the list that have the same sound.

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4. I am in **at**, **bad**, and **cat**. What sound am I?

Write the words from the list that have the same sound.

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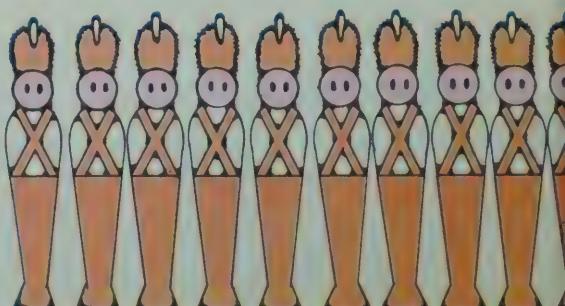
5. I am in **ten**, **red**, and **men**. What sound am I?

Write the words from the list that have the same sound.

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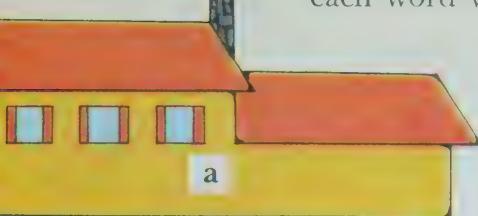
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## VOWEL HOUSES

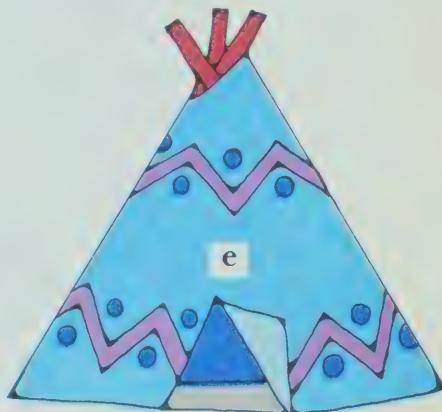
Listen to the words your teacher says. Write each word where it belongs.



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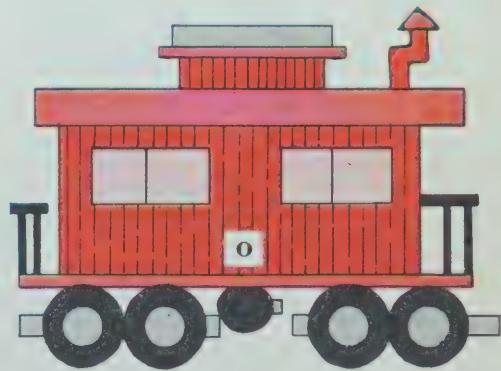
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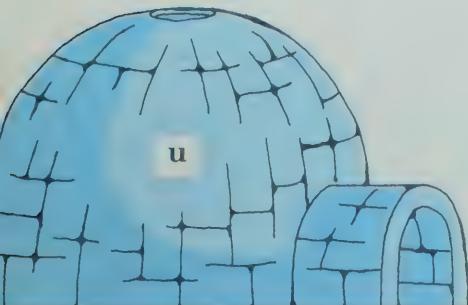
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## BEGINNING SOUNDS

Read the verse together.

Billy beat on the **drum**,  
Jack sat and ate his **plum**.  
Sally let the ice cream **drop**,  
Mary told the dog to **stop**.



Say the words in heavy type. In each word, listen for the sounds that come before the vowel sound. For each word, write the letters that spell these beginning sounds.

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## CIRCLE THE SOUNDS

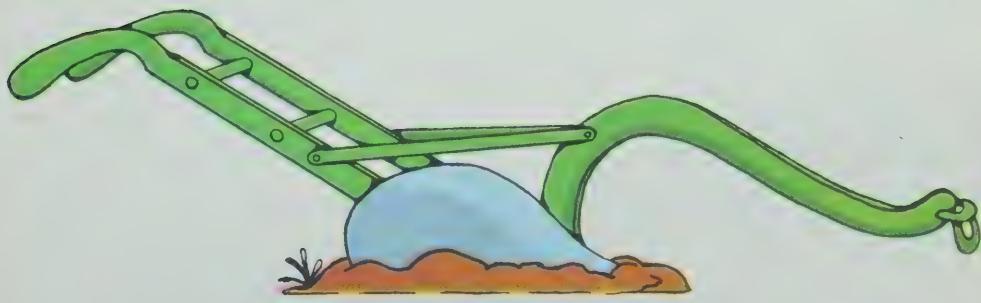
Say each picture name. Listen for the beginning sounds.

For each line, circle the word with the same beginning sounds as the picture name.

1. **drum**      red      miss



2. rib      crib      cob



3. pull      lot      plum

There is a consonant **blend** in some words. In **drop**, the letters **dr** spell a blend. In **plum**, the letters **pl** spell a blend.

## WRITE AND REVIEW

Practise each letter.

L L L L

I I I

How are the letters alike?

L E F I t i



Copy the sentence.

Louie beat the  
drum.

## FINISH THE WORD

Use beginning blends to finish the words in the sentences below. Write the blends.

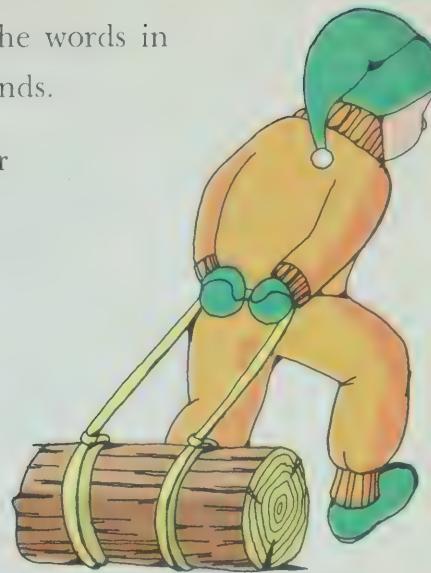
dr

pl

cr

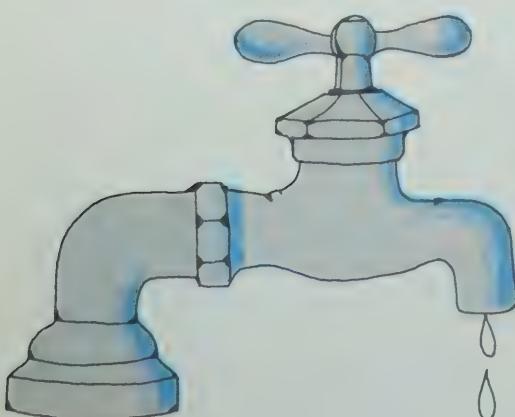
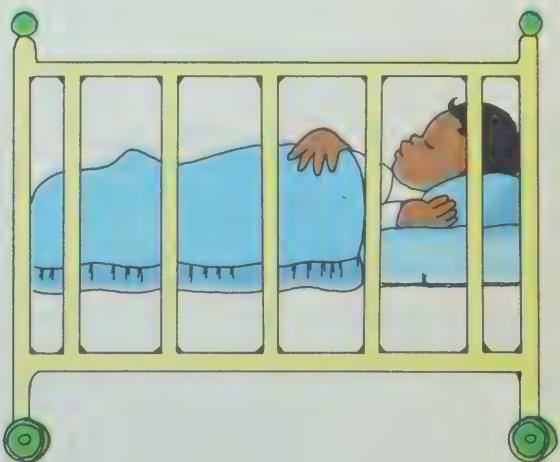
dr

1. Let's dr ag the log near the fire.



2. Don't pull the        ug!

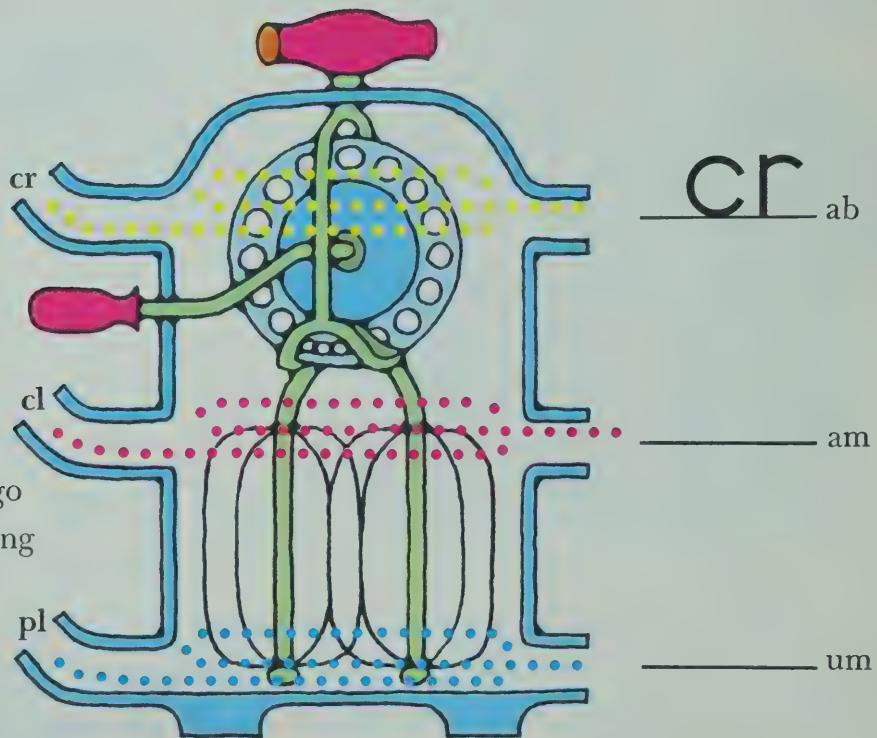
3. The baby sleeps in his        ib.



4. The faucet should not        ip.

<u>crab</u>	crop	crib	crab	crash	cramp
<u>clap</u>	clam	club	clap	clip	cliff
<u>plan</u>	plug	plum	plan	plot	plus

1. Name the blends  
that are going  
into the blender.

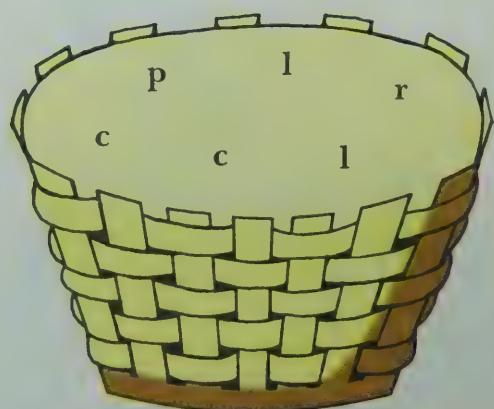


2. Does a blend go  
at the beginning  
or the end  
of each word? pl

3. Write the list  
words that come  
out of the  
blender.

4. Use the letters in the basket to  
make the blends that went in the  
blender. Write the blends.

Write all the words you can  
think of that begin with the  
cr, cl, and pl blends.



## THE HIDDEN BLENDS

Find the blends hidden on this page. Use them to complete the list words below.



1. Cl ap

4. \_\_\_\_\_ op

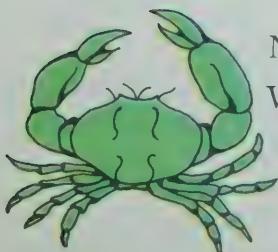
2. \_\_\_\_\_ ub

5. \_\_\_\_\_ an

3. \_\_\_\_\_ ug

6. \_\_\_\_\_ ib

Circle the blend in **crash**, **cramp**, **clip**, **cliff**, **plot**, and **plus**.



Name the pictures below.  
Which name has a blend?



● are car large ●

## WRITE AND REVIEW

Practise each letter.

C C C

c c c

How are the letters alike?

C O c o



Copy the sentence.

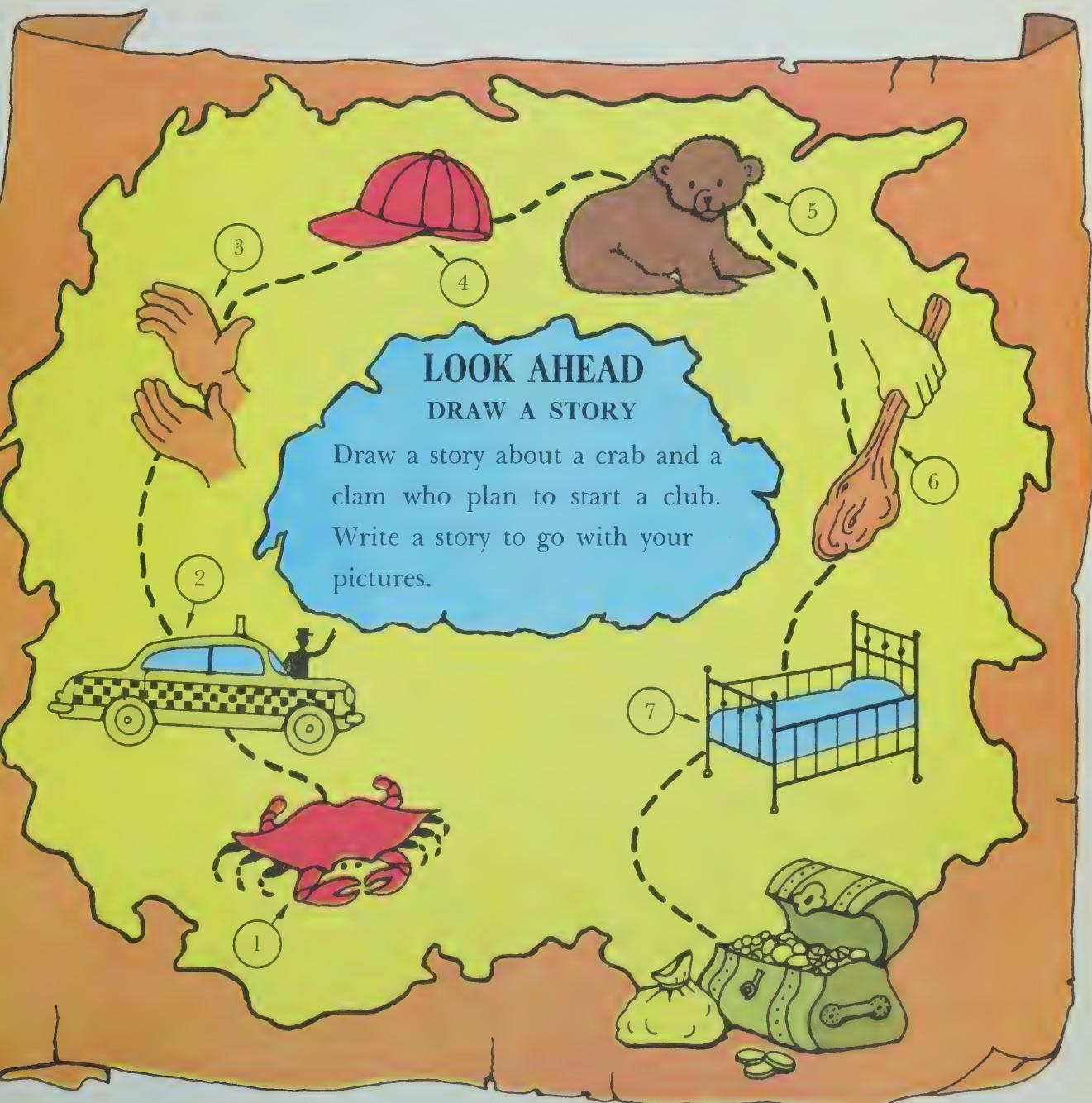
Clap for the

clam.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

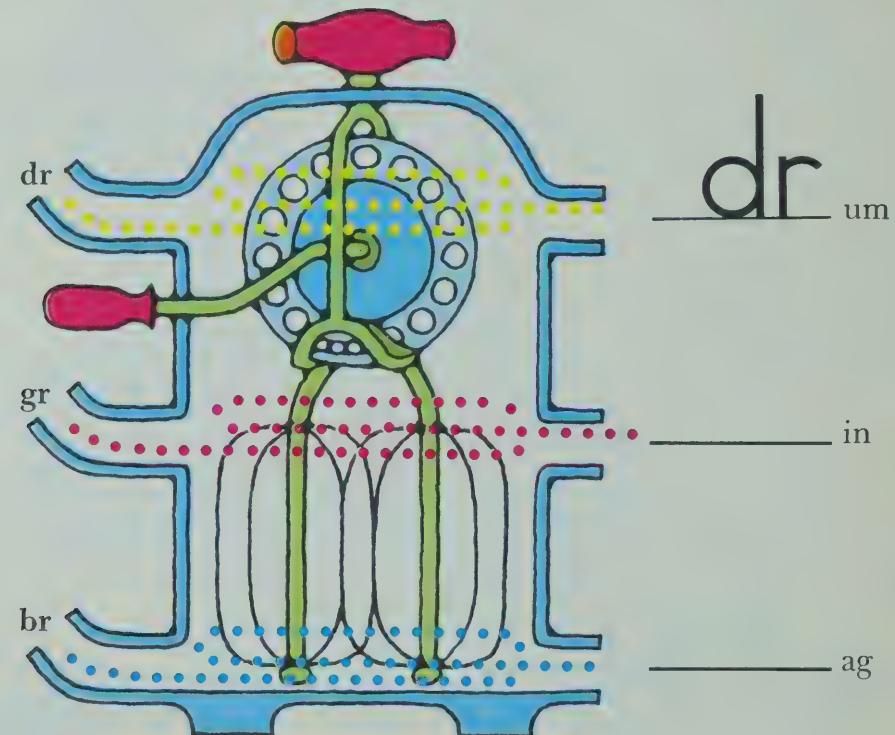


drum      drop      drag      drip      drum       drug      drill       drift

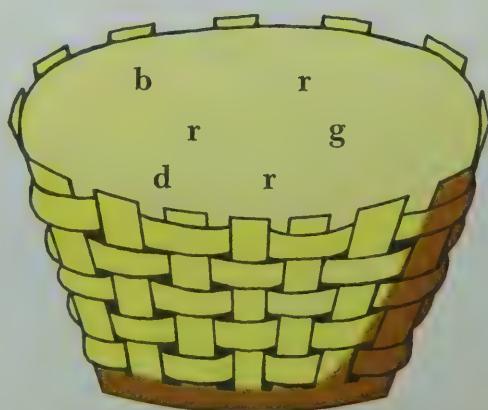
grab      grin      grip      grab       grim      grill      grunt

brag      brim      brag      brat      brass      brisk

1. Name the blends that are going into the blender.



2. Are these blends at the beginning or the end of each word?
3. Finish the list words that come out of the blender.
4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper. Write as many words as you can that begin with the **dr**, **gr**, and **br** blends.



## PLAY BALL



Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



What blend do you hear in each word you wrote? Write the letters that spell each blend.

Write these words: **drug**, **drill**, **drift**,  
**grim**, **grill**, **grunt**, **brat**, **brass**, and **brisk**.  
Circle the letters that spell the beginning blend in each word.



says

said

been



## WRITE AND REVIEW

Practise each letter.

R I P R R R

r i r r r

How are the letters alike?

R P r i n



Copy the sentences.

Ron has a grin.

Look at his brim.

# LOOK AGAIN

## CIRCLE THE BLEND WORD

Circle the word in each line that has a blend.

1.	rag	drag	sag	wag
2.	rip	hip	grip	zip
3.	him	rim	dim	brim
4.	hum	sum	drum	rum

## LOOK AHEAD

### WORD BUILDING

Build words by adding blends to the unfinished words below. You can use blends from Units 10 and 11. Finish the words.



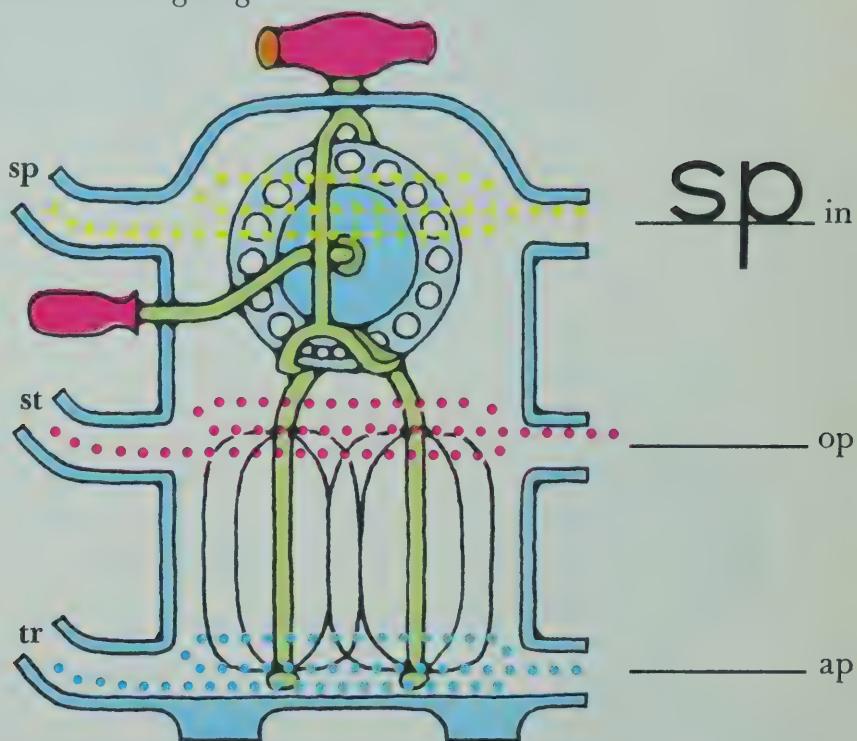
1. cream      4. \_\_\_\_\_ op

2. \_\_\_\_\_ ink      5. \_\_\_\_\_ ub

3. \_\_\_\_\_ am      6. \_\_\_\_\_ um

<u>spot</u>	spin	spun	spot	spit	spat	spank
<u>stop</u>	step	stem	stop	stab	stub	stiff
<u>trip</u>	trap	trim	trip	trot		

1. Name the blends that are going into the blender.

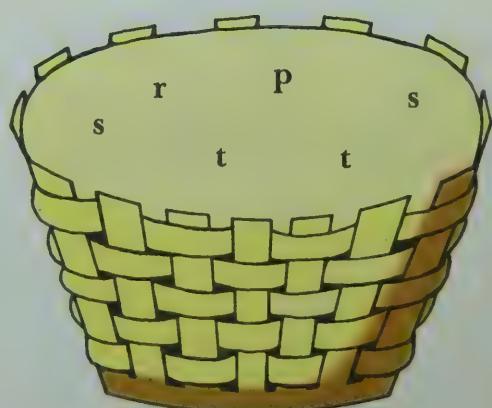


2. Are these blends at the beginning or the end of a word?

3. Finish the list words that come out of the blender.

4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.

Write all the words you can think of that begin with the **sp**, **st**, and **tr** blends.



## FINISH THE CARTOONS

Use blends to complete the unfinished words in the cartoons.

1. Please do not st ep

on my \_\_\_\_\_ em!



2. I have \_\_\_\_\_ un my web at this

\_\_\_\_\_ ot in the garden.

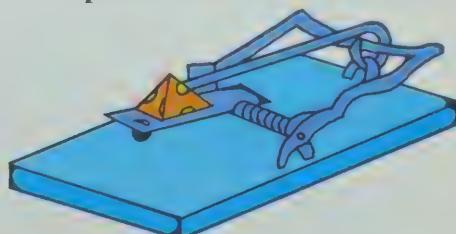
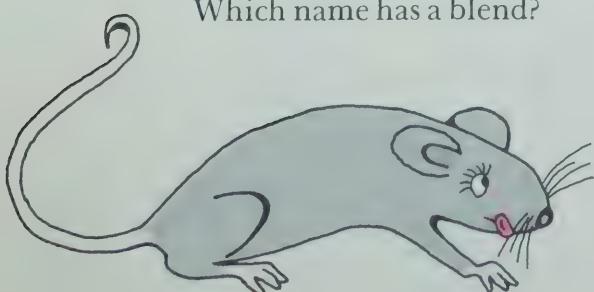


3. I'll \_\_\_\_\_ im your hair for your



\_\_\_\_\_ ip downtown.

Name the pictures below.  
Which name has a blend?



• were      heard      work •

## WRITE AND REVIEW

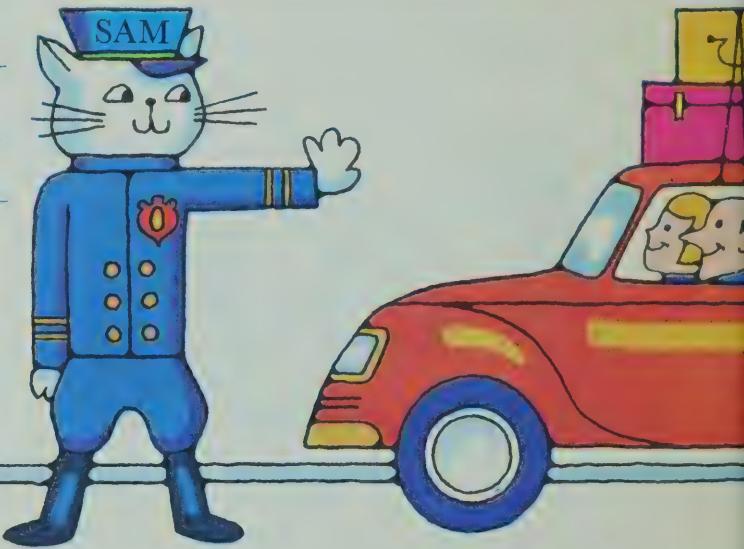
Practise each letter.

S S S

s s s

How are the letters alike?

S C s c



Write the word that answers each question.

What is the name of the cat?

What is the cat telling the car to do?

Where are the people in the car going?

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

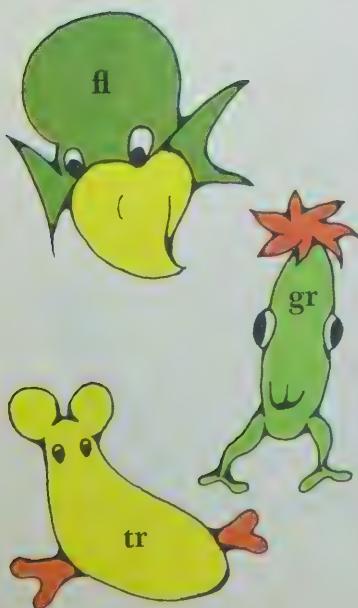
1. stop	spot	<u>stop</u>	shop
2. trap	tap	trip	trap
3. spin	shin	spin	skin
4. trip	trap	thin	trip
5. spun	span	spun	spin
6. spot	slot	spot	shot
7. step	step	stop	slip

# LOOK AHEAD

## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

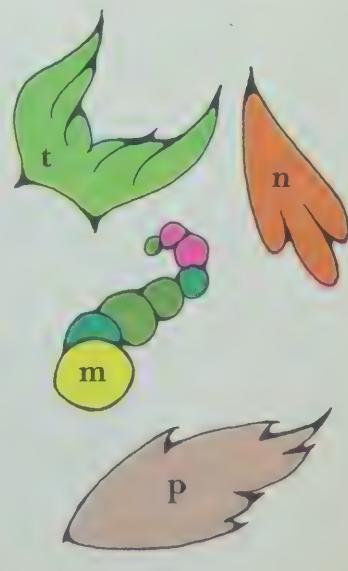
### Heads



### Bodies



### Tails



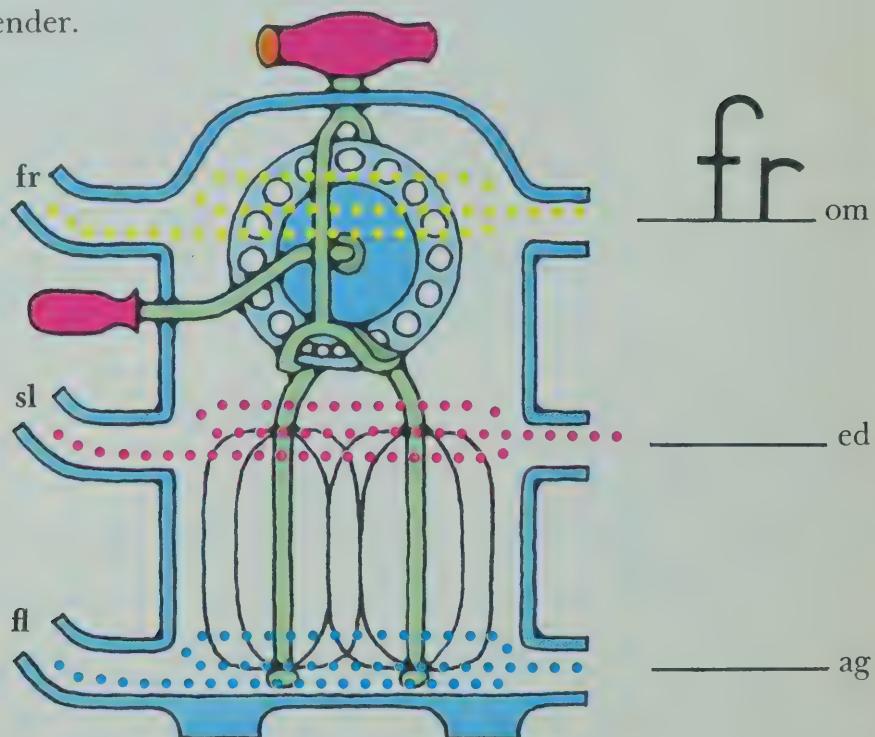
## THE BLENDER

from      frog      from  frill      friend

slip      sled      slip      slim      slot      slam      slap

flag      flat      flag      flap      flop      flip      flint

1. Name the blends that are going into the blender.

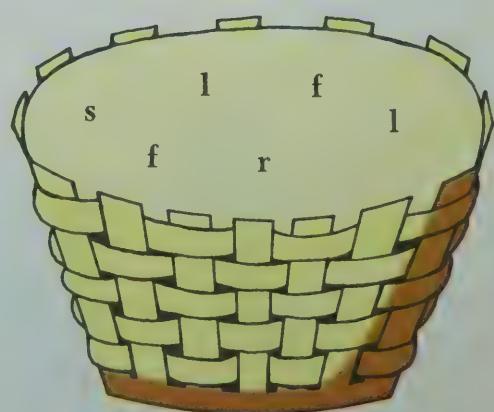


2. Does a blend go at the beginning or the end of each word?

3. Finish the list words that come out of the blender.

4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.

Write all the words you can think of that begin with the **fr**, **sl**, and **fl** blends.



## RHYME WORDS

The words **trip**, **drip**, and **slip** are rhyme words. Write a list word that rhymes with each pair of words below.

1. trip  
drip

**slip**

2. crop  
drop

3. trap  
clap

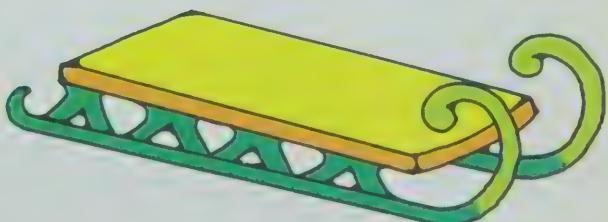
4. trim  
brim

5. chat  
slat

6. clog  
smog

Name the pictures below.

Which name has a blend?



Write these words: **frill**, **friend**, **slot**, **slam**, **flip**, and **flint**. Circle the letters that spell the beginning blend in each word.

## WRITE AND REVIEW

Practise each letter.

F F F F

f f f f

How are the letters alike?

F E H f t



Write the word that answers each question.

What is the name of the frog?

What is the frog riding on?

What is the frog holding?

# LOOK AGAIN

## CIRCLE THE BLEND WORD

Circle every word in each line that has a blend.

1. <b>slip</b>	lip	<b>flip</b>	<b>grip</b>
2. brag	drag	rag	bag
3. stop	flop	hop	crop
4. am	clam	ham	slam

# LOOK AHEAD

## MATCHED MEANINGS

Write the list word that means almost the same as each word below.

1. skinny

slim

2. slide

3. smooth

4. wave

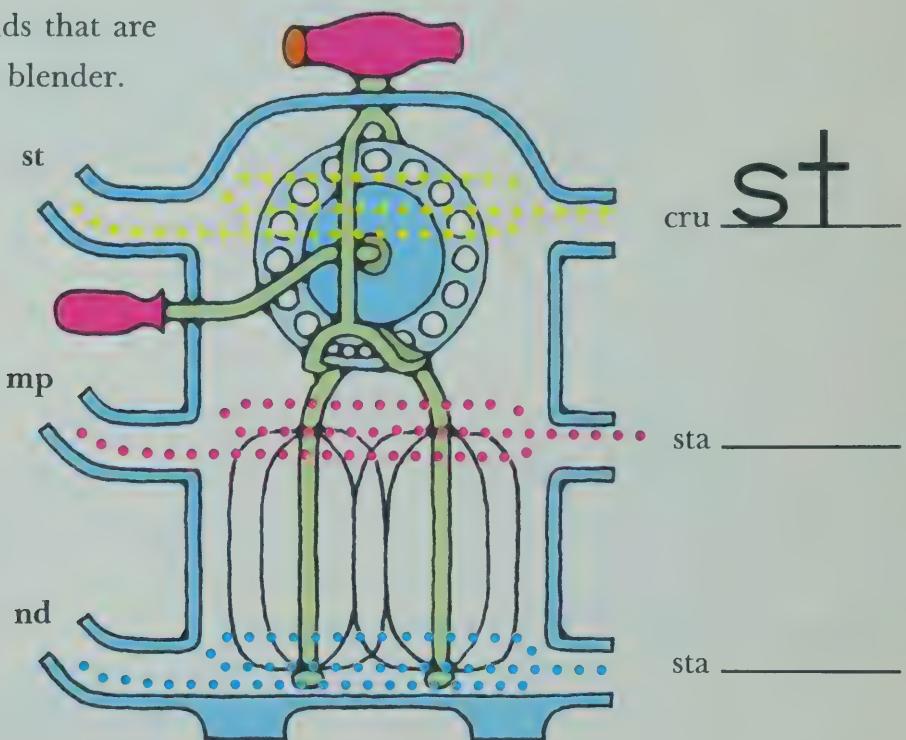


trust frost trust crust mist list fist

stamp clamp tramp stamp stump damp lump

brand stand spend brand grand sand send

1. Name the blends that are going into the blender.



cru st \_\_\_\_\_

sta \_\_\_\_\_

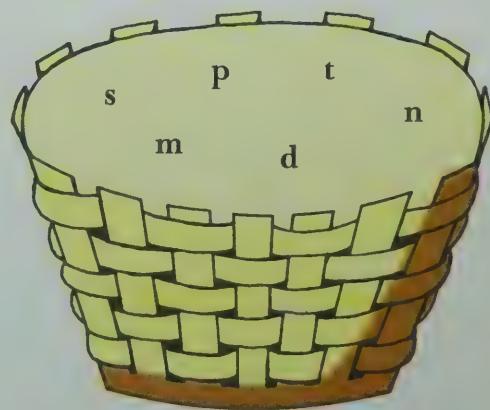
sta \_\_\_\_\_

2. Does a blend go at the beginning or the end of each word?

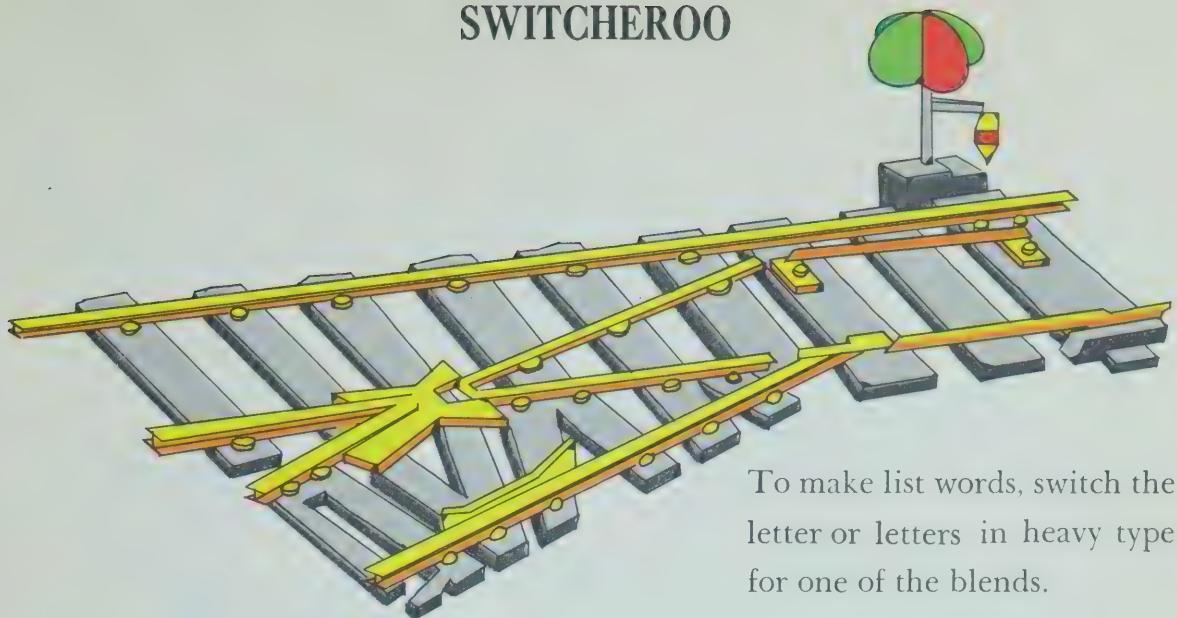
3. Finish the list words that come out of the blender.

4. Use the letters in the basket to make the blends that went in the blender. Write them on your paper.

Write all the words you can think of that end with the **st**, **mp**, and **nd** blends.



# SWITCHEROO



To make list words, switch the letter or letters in **heavy type** for one of the blends.

nd      mp      st

1. clap

cla **mp**

2. sped

spe \_\_\_\_\_

3. trap

tra \_\_\_\_\_

4. frog

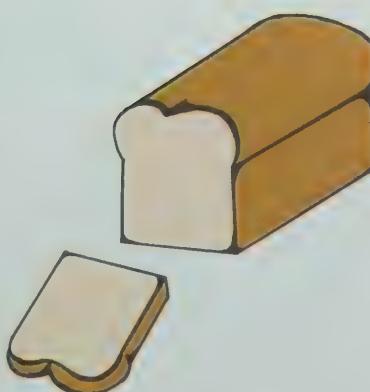
fro \_\_\_\_\_

5. trump

tru \_\_\_\_\_

Name the pictures. Which name ends with a blend?

Circle the letters that spell the ending blend in **mist**, **list**, **fist**, **stump**, **damp**, **lump**, **grand**, **sand**, and **send**.



• fight      night      right •

## WRITE AND REVIEW

Practise each letter.

M

1

I

2

N

3

M

4

M

m

1

n

2

m

3

m

How are the letters alike?

M N V X m n

The Tramp

Mac the tramp,  
Head of the camp,  
Uses his stand  
When leading the band.



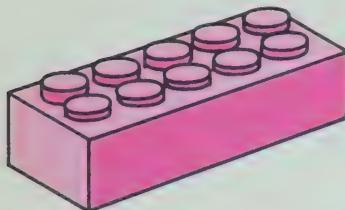
Write the tramp's name.

Write the rhyming list words for **camp** and **stand**.

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

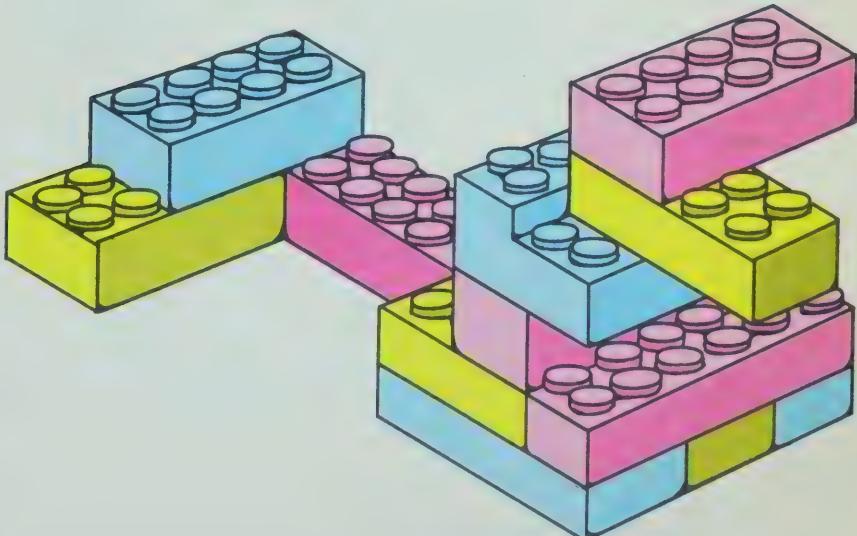


1. stand	tan	stand	stun
2. crust	rust	trust	crust
3. brand	hand	ran	brand
4. spend	pen	spent	spend
5. clamp	lamp	clamp	clam
6. tramp	ramp	tram	tramp

# LOOK AHEAD

## WORD BUILDING

Build words by adding blends to the unfinished words below. Write the finished words on your paper.



1. we st

2. la \_\_\_\_\_

4. du \_\_\_\_\_

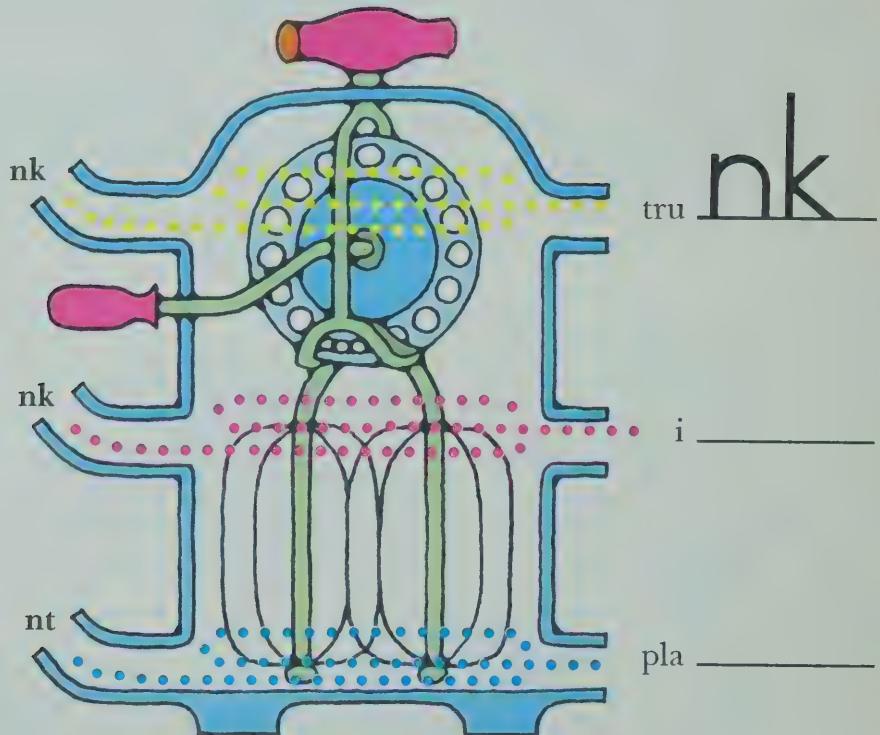
3. bu \_\_\_\_\_

5. ju \_\_\_\_\_

<u>trunk</u>	drank	ink	drink	trunk	pink	rink	link
<u>spent</u>	hint	slant	plant	mint	spent	dent	

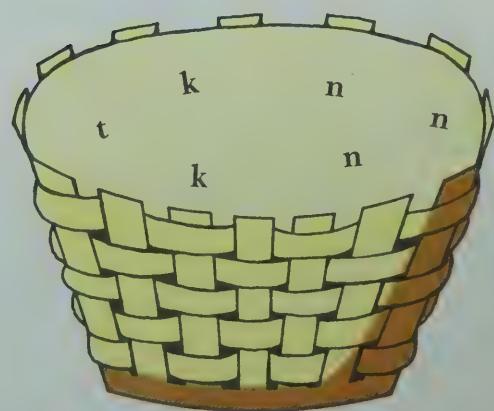
went      hunt

1. Name the blends that are going into the blender.



2. Does a blend go at the beginning or the end of each word?  
 3. Finish the list words that come out of the blender.  
 4. Use the letters in the basket to make the blends that go into the blender. Write them on your paper.

Write all the words you can think of that end with the nk and nt blends.



# RHYME WORDS

The words **drink**, **wink**, and **ink** are rhyme words. Write a list word that rhymes with each pair of words below.

1. drink  
wink

ink

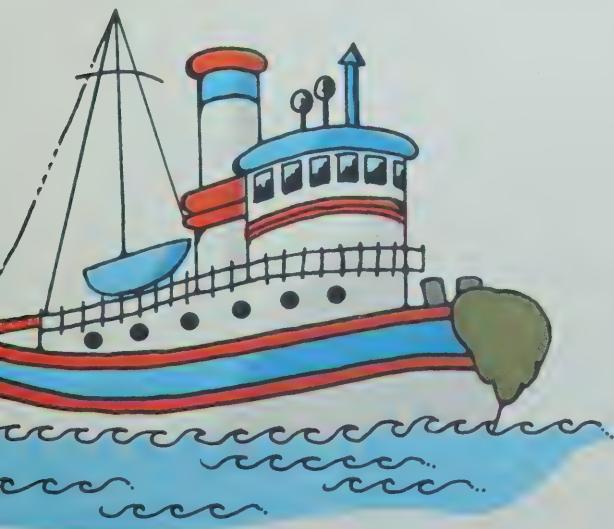
4. plant  
chant

2. tent  
sent

5. spank  
clank

3. mint  
lint

Name the pictures below.  
Which name has an  
end blend?



Circle the letters that spell  
the ending blend in **pink**,  
**rink**, **link**, **dent**, **went**,  
and **hunt**.

## WRITE AND REVIEW

Practise each letter.

N I N N

n i n n

How are the letters alike?

N M X n r m



Copy the sentence.

Nan spent a  
cent for pink ink.

# LOOK AGAIN

## MATCH THE BLENDS

Circle the words in each line that have the same end blends.

1. <b>trunk</b>	skin	<b>drank</b>	sand
2. drink	grunt	sing	drank
3. plank	plant	slant	ink
4. spent	end	spend	went
5. spent	pump	hint	lung
6. plant	spend	plan	spent



# LOOK AHEAD

## MANY MEANINGS

Each word below has more than one meaning.

Draw pictures that show two meanings for each word.

1. trunk

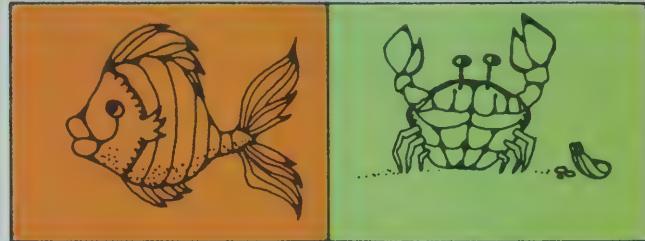
2. plant

## NAME THE PICTURES

1. Write the picture name that has the **cr** blend.

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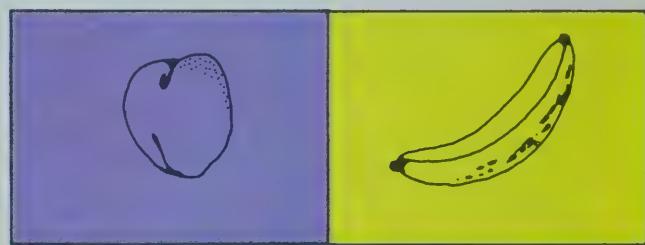
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2. Write the picture name that has the **pl** blend.

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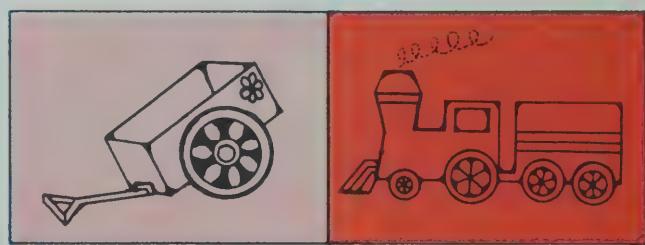
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3. Write the picture name that has the **tr** blend.

---

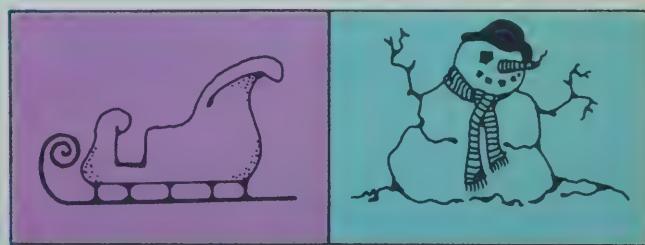
---



4. Write the picture name that has the **sl** blend.

---

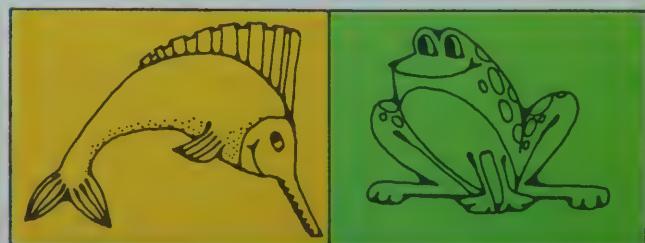
---



5. Write the picture name that has the **fr** blend.

---

---



# MISSING BLENDS

The words below are missing their blends.  
Complete each word with a beginning or  
end blend.

cl

dr

mp

nd

st

1. \_\_\_\_\_ ap

4. se \_\_\_\_\_

6. cla \_\_\_\_\_

2. \_\_\_\_\_ em

5. \_\_\_\_\_ ess

7. cru \_\_\_\_\_

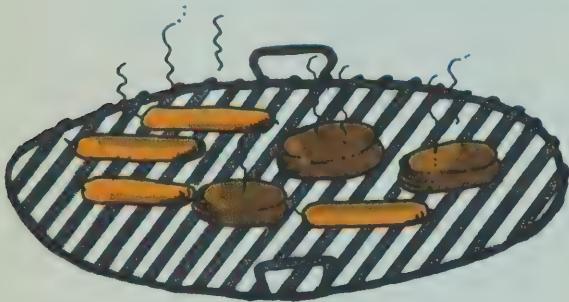
3. a \_\_\_\_\_



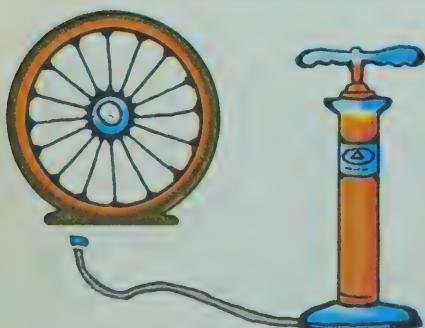
# PUZZLE SOUNDS

bran spur grim went brag grit spud flip fled cent

1. I am in **brother** and **brim**. What beginning blend sound am I? Which words on the list have the same sound? Write the words.

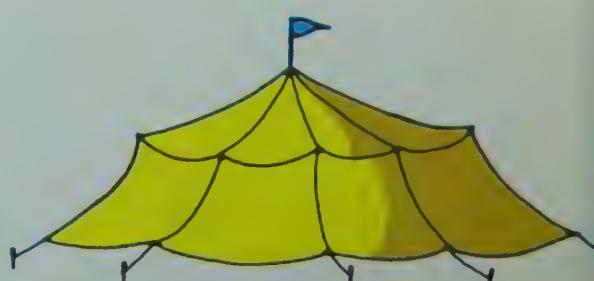


2. I am in **grill** and **grub**. What beginning blend sound am I? Write the words from the list that have the same sound.



3. I am in **spot** and **spin**. What beginning blend sound am I? Write the words from the list that have the same sound.

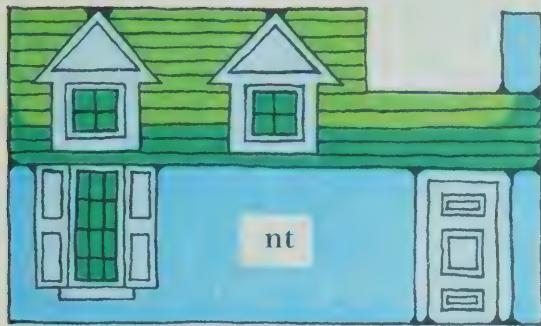
4. I am in **flat** and **flap**. What beginning blend sound am I? Write the words from the list that have the same sound.



5. I am in **tent** and **sent**. What ending blend sound am I? Write the words from the list that have the same sound.

## BLEND HOUSES

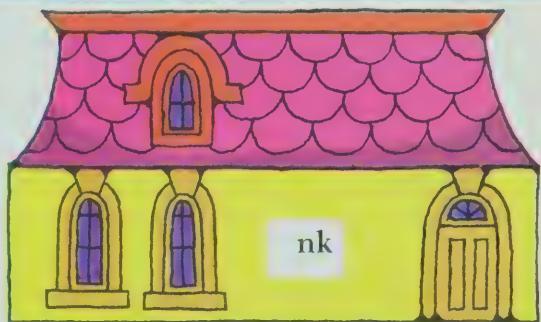
Listen to the words your teacher says. Write each word where it belongs.



---

---

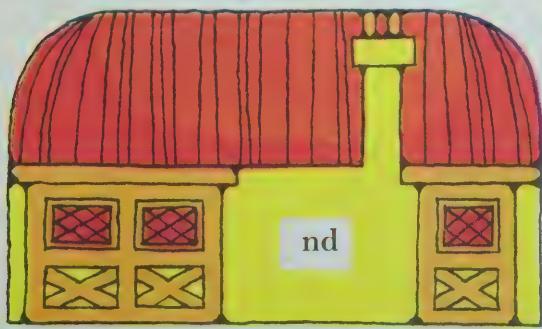
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YOUR DICTIONARY  
A-B-C ORDER

The alphabet letters below are in a-b-c order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write the letters below in a-b-c order.

b a d c

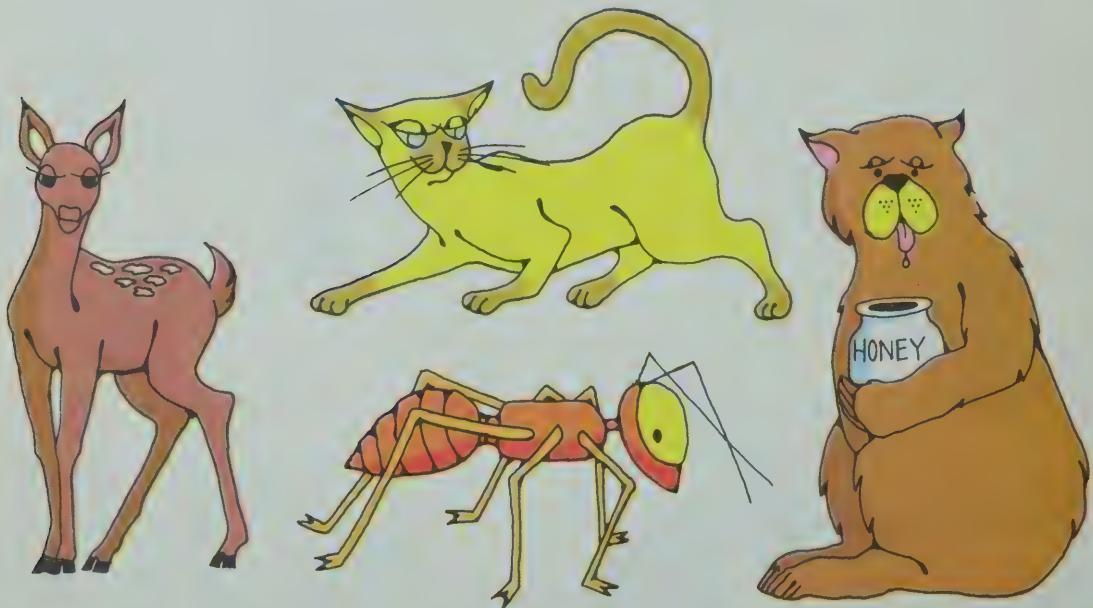
Look at the four words below. Use the first letter in each word to write the words in a-b-c order.

cat

ant

deer

bear



# A-B-C ORDER

Name the first letter in the alphabet.

Write the first word in your spelling dictionary.

---

---

---

Name the last letter in the alphabet.

Write the last word in your spelling dictionary.

Dictionary

---

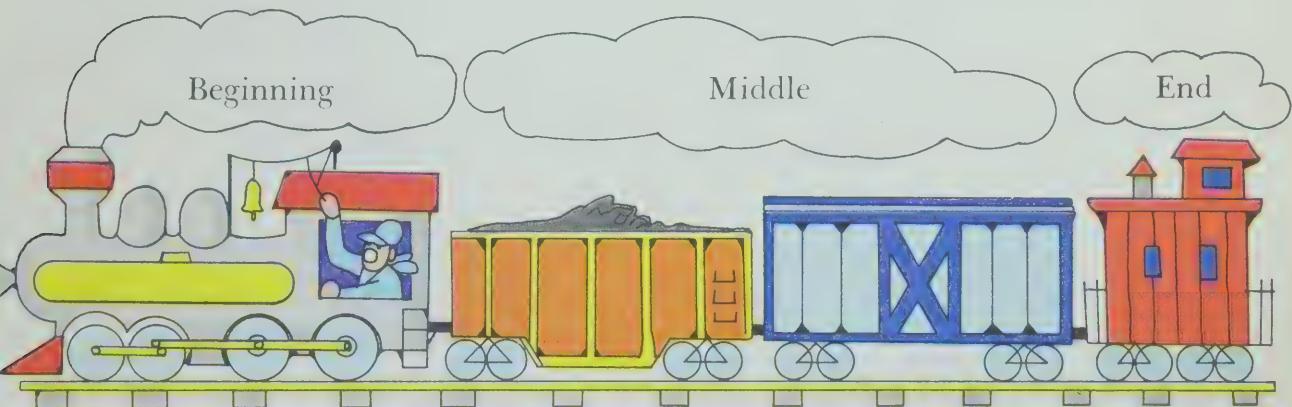
---

Does the dictionary list words in a-b-c order?

## PARTS OF THE DICTIONARY

The alphabet can be divided into three parts:

Beginning: A B C D E F G  
Middle: H I J K L M N O P  
End: Q R S T U V W X Y Z



In which part of the train does each letter below belong? Circle B for

beginning, M for middle, and E for end.

1. b B M E  
2. w B M E  
5. u B M E

3. k B M E  
4. f B M E

6. The first letter  
of your name?  
B M E

The words in the dictionary can be put in the same three parts. In which

part does each word below belong: beginning, middle, or end?

1. bat B M E  
2. rat B M E

3. pig B M E  
4. gum B M E

5. map B M E  
6. trap B M E

## GUIDE WORDS

Write the first word you see listed on page 141.

---

---

---

Then write the last word listed on page 141.

---

---

---

Now look at the two words at the very top of page 141. Are they the same as the two words you just wrote?

The words at the very top of the page are called **guide words**. They show you the first and last words on the dictionary page.

Write the guide words you see on page 143. Are they the first and last words you see on that page?

---

---

---



## USING YOUR DICTIONARY

Find **bee** in your spelling dictionary. Write the two guide words you see on that page.

---

---

---

Be ready to tell what your spelling dictionary says about **bee**. Do you find **mole** on the same page with **bee**?

Find **mole** in your spelling dictionary. Write the guide words you see on that page.

---

---

---

Be ready to give a sentence using the word **mole**.

Would you find **fox** on a page having the guide words **chip** and **deer**? Find **fox** in your spelling dictionary. What are the guide words on that page?

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---

---



## BEGINNING SOUNDS

1. Listen for the beginning sound in each word.

sell

shell

Write the letter or letters that spell each beginning sound.

---



---

2. Now listen for these beginning sounds.

share

chair

Write the letters that spell each beginning sound.

---



---

3. Read the poem together.

Hoppity-hip, hippity-hop,  
We're on our way to the potato **chip shop**.  
Hippity-hop, hoppity-hip,  
We're going to **shop** for a jumbo **chip**!

Now, shall we **chip** it,  
Or shall we **chop** it,  
In order to **ship** it  
Out of the **shop**?



Say each word in heavy type. Listen for the beginning sound in each word.  
Write the letters that spell each beginning sound.

---



---

## FIND THE BEGINNING SOUND

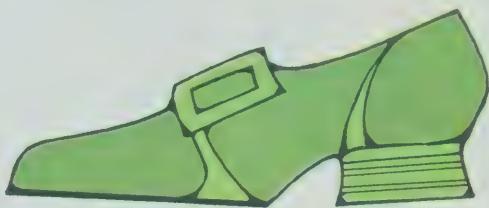
Say each picture name. Listen for the beginning sound. For each line, circle

1. can chin ship



the word with the same beginning sound as the picture name.

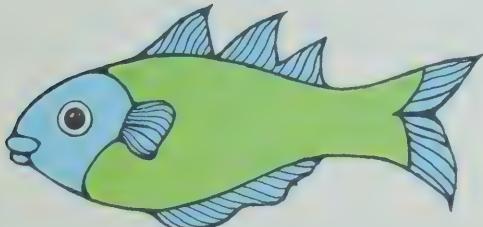
2. sip chop shop



## FIND THE END SOUND

Say each picture name, and listen for the end sound. For each line, circle the word with the same end sound as

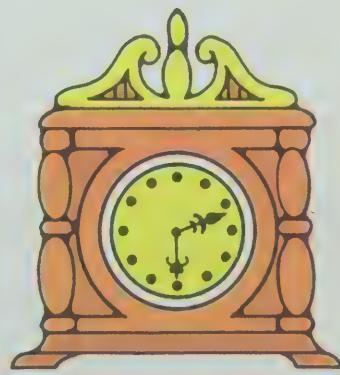
1. fin crush dim



the picture name. (Hint: In line 3, the sound and spelling are new.)

3. much stick fresh

2. such crush bus



Some sounds are spelled by **clusters**. The first sound in **chop** is spelled by a cluster. So is the last sound in **crush**.

## WRITE AND REVIEW

Practise each letter.

P P P

p p p

How are the letters alike?

R p q



Copy the sentence.

Pinky wanted to  
chop the chip.

# GOING FISHING

Read the poem aloud together.

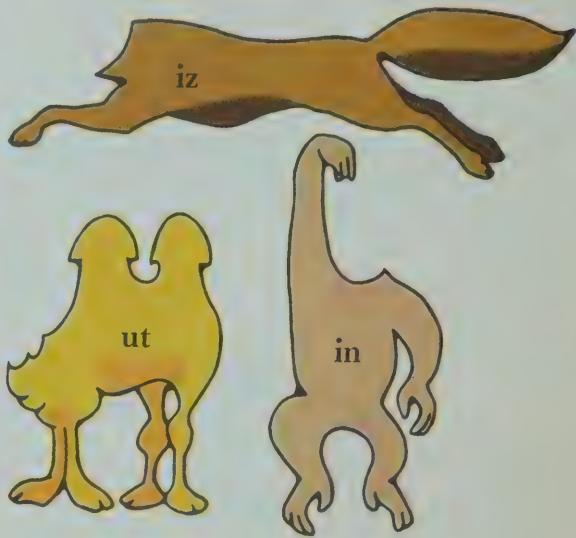
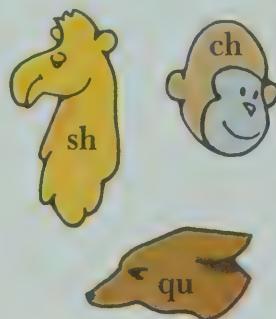
A man had wished his only wish.  
If only he could have his pick  
Of all the very finest fish,  
He'd catch the finest mighty quick.  
And then he'd eat the finest dish  
And leave a bit for Cat to lick.



Say the last word in each line of the poem. Listen for each end sound.  
Write each word below. Then circle the cluster that spells the end sound.

<u>chin</u>	chop	chip	chat	chin	chug	chest	chunk
<u>ship</u>	shop	shut	ship	shed	shot	shall	
<u>quit</u>	quilt	quiz	quit	quack	queen	quick	

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their bodies.



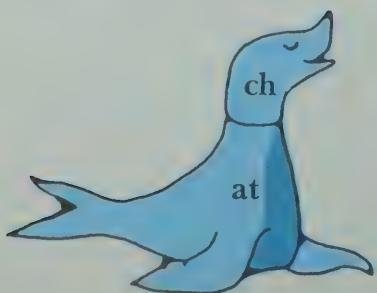
1. qu ilt

2. \_\_\_\_\_ iz

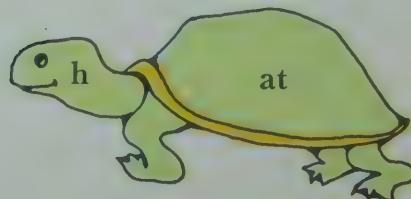
3. \_\_\_\_\_ ut

4. \_\_\_\_\_ in

Circle the creature below that is a Cluster Creature.



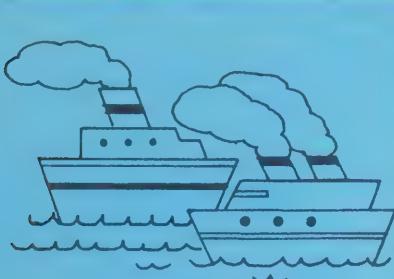
Make your own Cluster Creatures. Use words that begin with the ch, sh, and qu clusters.



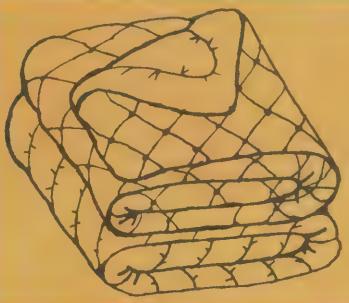
# MORE THAN ONE

Say each list word below. Name the picture below each word. What sound do you add to name each picture?

1. ship



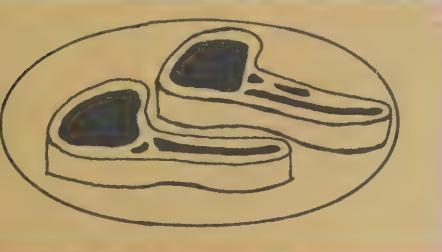
2. quilt



3. chip



4. chop



5. shop



Write the words that name the pictures. What letter ends each word you wrote?

Circle the letters that spell the beginning cluster in **chug**, **chest**, **chunk**, **shed**, **shot**, **shall**, **quack**, **queen**, and **quick**.

they      their      there

## TRACK DOWN

Look at the words you wrote for MORE THAN ONE. Do you know two meanings for each word? Go to your spelling dictionary and track down any one of the words. Be ready to tell the class about both meanings.

## WRITE AND REVIEW

Practise each letter.

Q

Q

Q

Q

q

c

q

q

q

How are the letters alike?

Q

Q

q p



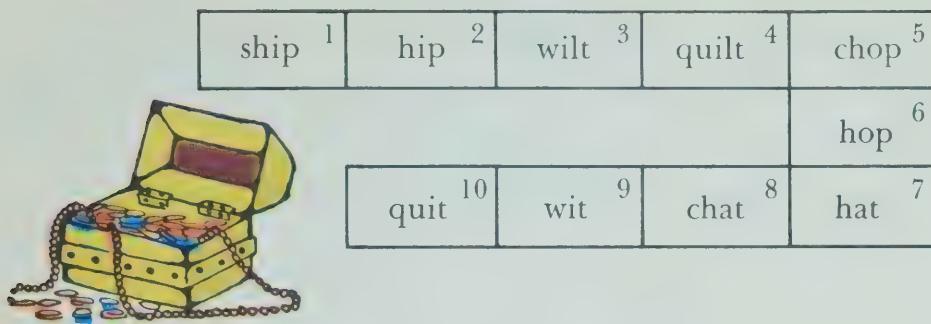
Copy the sentence.

Queenie curled  
up on the quilt.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.



# LOOK AHEAD

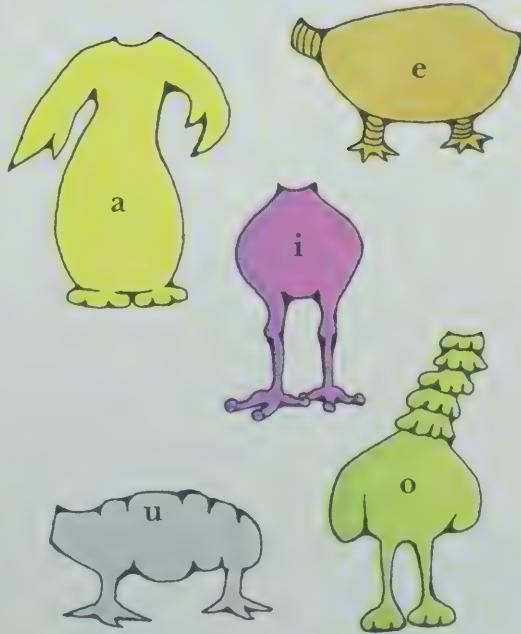
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

Heads



Bodies



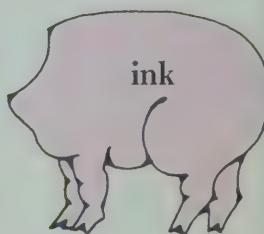
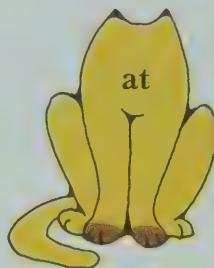
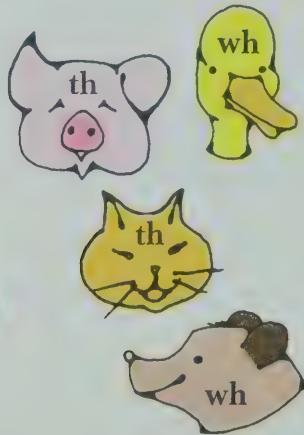
Tails



think      thud      thank      think      thin      thing      thump  
when      whip      whiz      when      where      whirl  
that      this      then      than      that      them      the

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their bodies.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. wh en

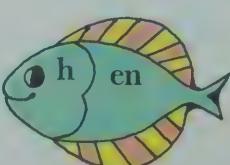
2. \_\_\_\_\_ iz

3. \_\_\_\_\_ ip

4. \_\_\_\_\_ at

5. \_\_\_\_\_ ink

Circle the creature below that is a Cluster Creature.



Make your own Cluster Creatures. Use words that begin with the same clusters as **think**, **that**, and **when**.

## PLAY BALL



Ask two children to play ball with you.

First play with the top row.

Then play with the bottom row.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



Listen to the beginning sound in the top row

of words and then in the bottom row of words.

Are they different sounds?

Are the sounds spelled by the same cluster?

Circle the letters that spell

the beginning cluster in

**thin, thing, thump, then, the,**

**where, and whirl.**

## WRITE AND REVIEW

Practise each letter.

W W W W

W W W W

W W W W

W W W W

W W W W

W W W W

W W W W

W W W W

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

Z Z Z Z

How are the letters alike?

W W Z Z

W V Z Z

Old Jumping Jud  
Just heard a thud.  
It's Leaping Liz,  
A riding whiz.



Write the list words that rhyme with **Jud** and **Liz**.

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled just like the first word.

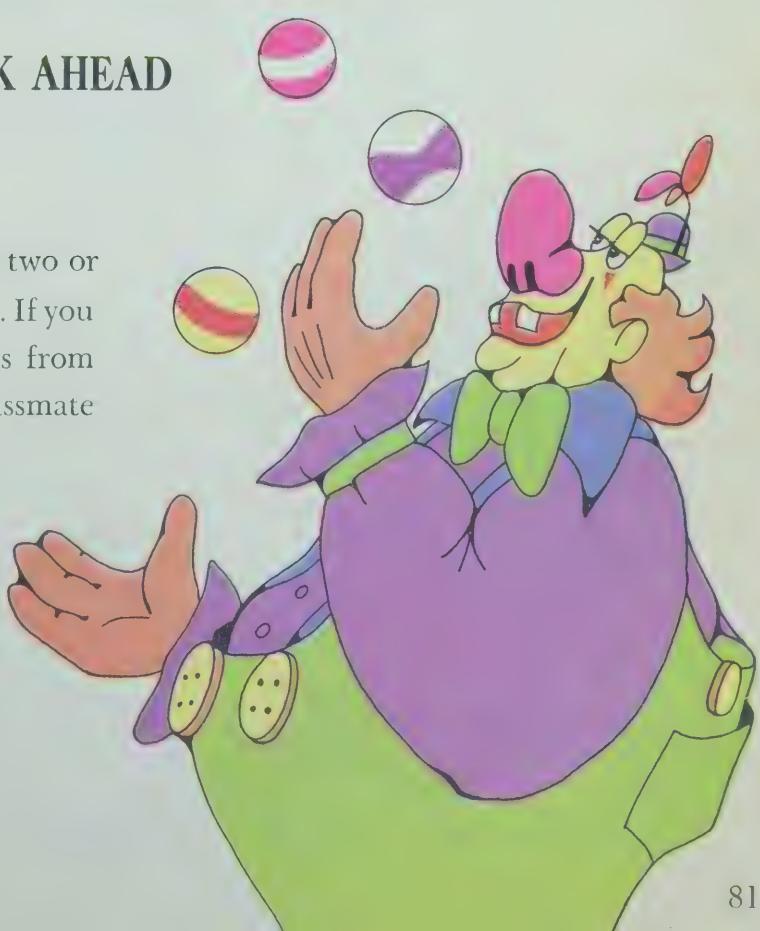
1. thank	think	thank	tank
2. when	hen	when	where
3. then	thin	than	then
4. think	thin	thank	think
5. whip	wisp	whip	hip
6. than	tan	then	than
7. thud	thug	thud	tug



## LOOK AHEAD

### TONGUE TWISTERS

On your paper, write a sentence using two or more words from one group of list words. If you can, write more sentences using words from the other word groups. Then ask a classmate to say your sentences fast.



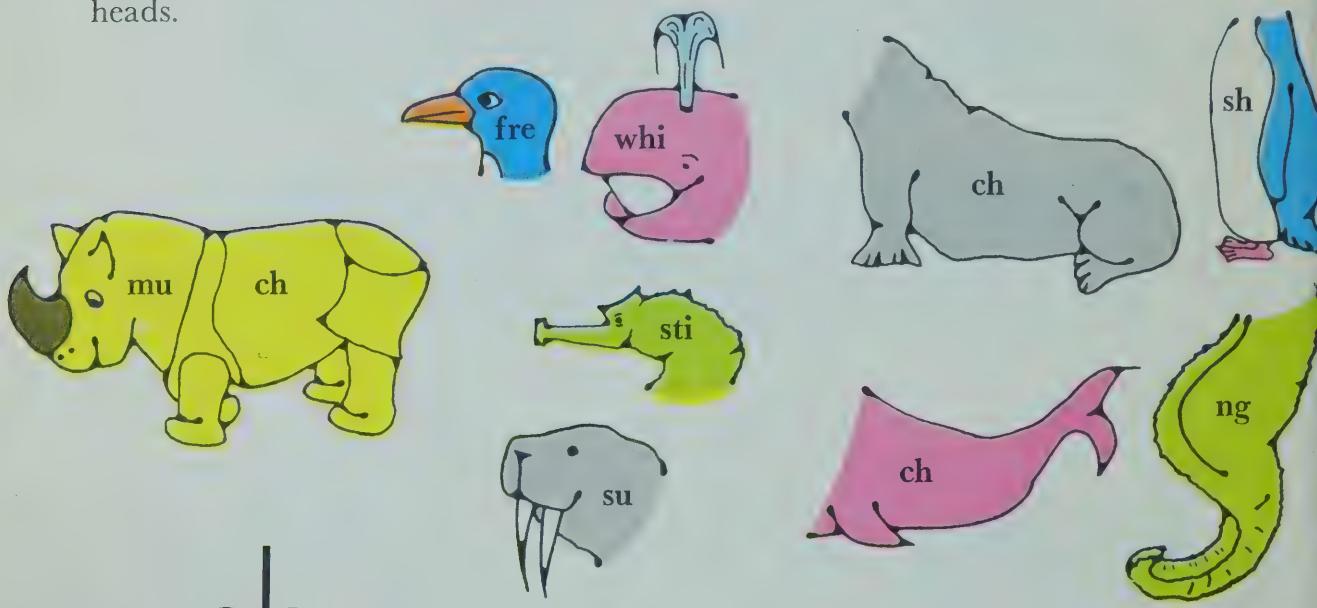
Examples:

1. I think I said thanks.
2. This ball is bigger than that ball.
3. When will you whiz by?

<u>much</u>	such	much	lunch	which	rich	pinch
<u>crush</u>	flash	fresh	crush	brush	dish	wish
<u>sting</u>	bring	swing	sting	song	long	gang

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their heads.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. mu ch

2. whi \_\_\_\_\_

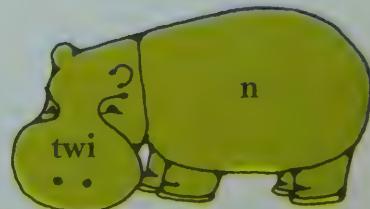
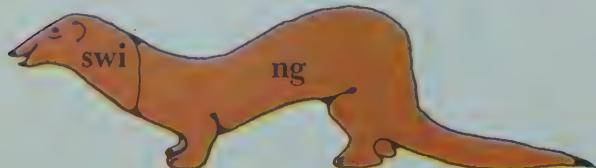
3. fre \_\_\_\_\_

Circle the creature below that is a Cluster Creature.

4. su \_\_\_\_\_

5. sti \_\_\_\_\_

Make your own Cluster Creatures. Use words that end with the **ch**, **sh**, and **ng** clusters.



## RHYME WORDS

The words **swing**, **fling**, and **bring** are rhyme words. Write a list word that rhymes with each pair of words below.

### 1. swing fling

bring

## 2. sting " bring

### 3. crash hash

#### 4. punch hunch

5. blush mush

## TRACK DOWN

Look at the three words below.

1. crash      2. flash      3. punch

Do you know two meanings for each word? Go to your spelling dictionary and track down any one of the words. Tell the class about both meanings.

Circle the letters that spell the ending cluster in rich, pinch, brush, dish, wish, song, long, and gang.

● ought bought thought



## WRITE AND REVIEW

Practise each letter.

H H H H

h h h h

How are the letters alike?

H E F h l n



Copy the sentence.

How much fresh  
fish did he bring?

# LOOK AGAIN

## CIRCLE THE WORD

Circle the word in each line that does **not** have a cluster or blend at either the beginning or the end.

1. brush	plug	rush	(rug)
2. bran	ranch	ran	brand
3. clink	spin	pin	pink
4. trench	ten	clench	bench
5. sting	ring	bin	chin

# LOOK AHEAD

## DRAW A STORY

Draw a story about a duck getting a bee sting.

Write sentences about what it does.

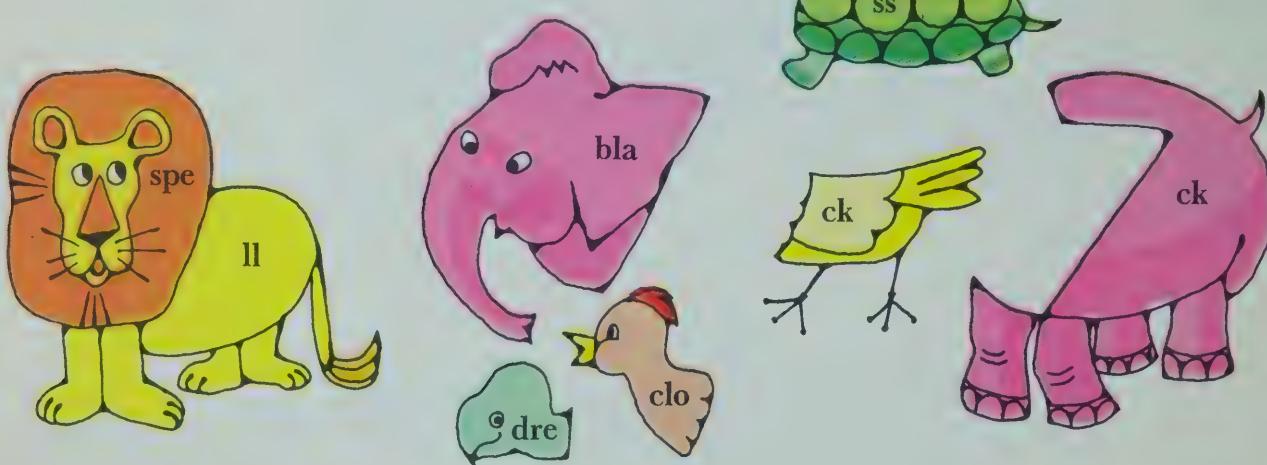
clock track black clock stick deck lack

spell spill shell spell fill chill still

dress grass cross dress class mess press

The creatures below are hungry for clusters. You can help them become Cluster Creatures by adding the right clusters to their heads.

Say the sounds that the clusters stand for. Write the clusters to complete the unfinished words below.



1. spe 

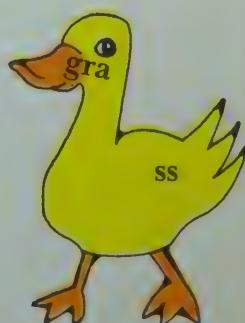
3. clo \_\_\_\_\_

2. dre \_\_\_\_\_

4. bla \_\_\_\_\_

Circle the creature below that is a Cluster Creature.

Make your own Cluster Creatures. Use words that end with the ck, ll, and ss clusters.



# HIDDEN CLUSTERS

Find the clusters hidden on this page. Use them to complete the list words below.



1. tra ck 4. spi \_\_\_\_\_

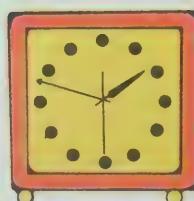
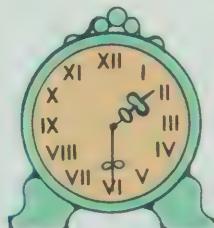
2. cro \_\_\_\_\_ 5. gra \_\_\_\_\_

3. she \_\_\_\_\_ 6. clo \_\_\_\_\_

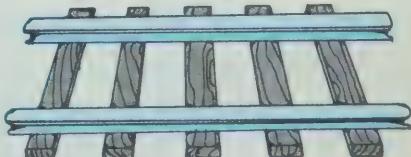
## MORE THAN ONE

Say each list word below. Name the picture next to each word. What sound do you add to name each picture?

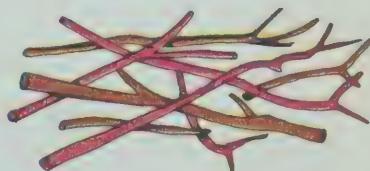
1. clock \_\_\_\_\_



2. track \_\_\_\_\_



3. stick \_\_\_\_\_



Write the words that name the pictures. What letter ends each word you wrote?

Circle the letters that spell the ending cluster in **deck**, **lack**, **fill**, **chill**, **still**, **class**, **mess**, and **press**.

## WRITE AND REVIEW

Practise each letter.

K K K K

k k k k

How are the letters alike?

K Y k I



Write the magician's name.

Write the list words that tell what he used.

did his trick

with a and

a

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

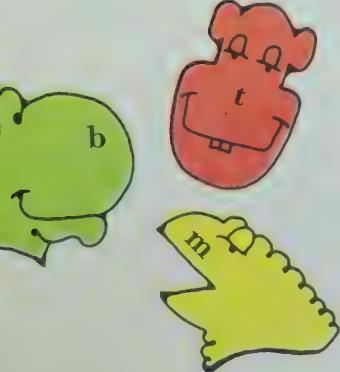
trap <sup>1</sup>	track <sup>2</sup>	clot <sup>3</sup>	clock <sup>4</sup>	spill <sup>5</sup>	spin <sup>6</sup>	brag <sup>7</sup>	brass <sup>8</sup>
							grab <sup>9</sup>
chill <sup>18</sup>	chip <sup>17</sup>	trick <sup>16</sup>	trim <sup>15</sup>	clap <sup>14</sup>	class <sup>13</sup>	shed <sup>12</sup>	grass <sup>10</sup>

# LOOK AHEAD

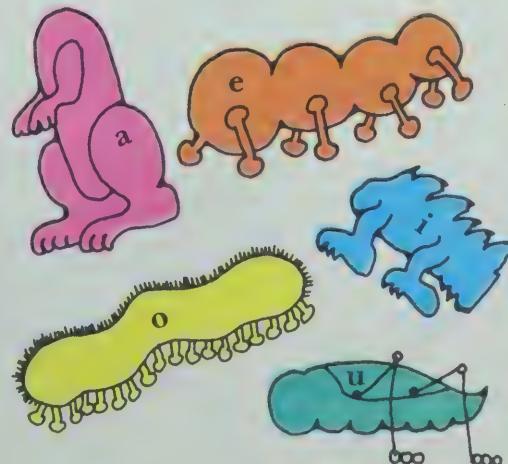
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

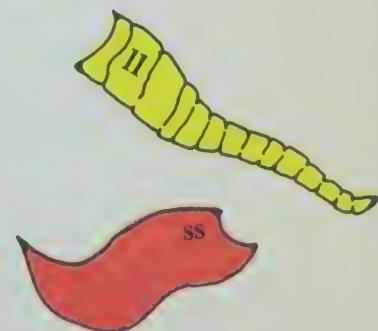
### Heads



### Bodies



### Tails

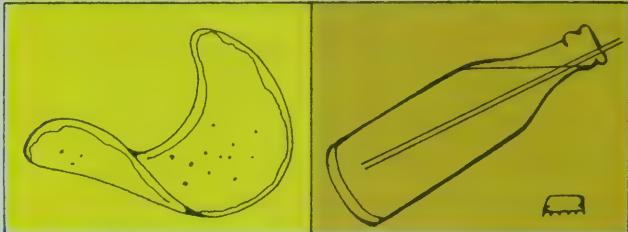


## NAME THE PICTURES

1. Write the picture name that has the ch cluster.

---

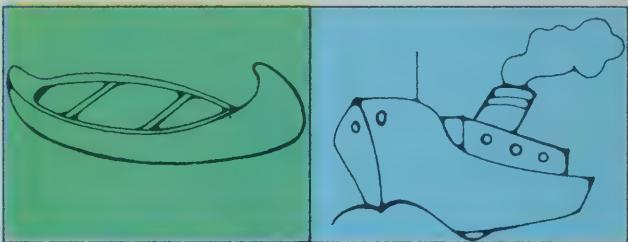
---



2. Write the picture name that has the sh cluster.

---

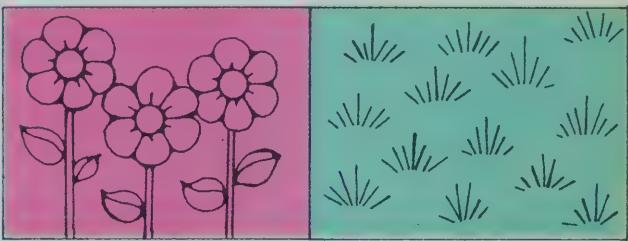
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3. Write the picture name that has the ss cluster.

---

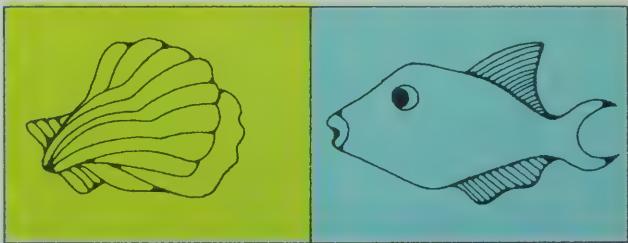
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4. Write the picture name that has the ll cluster.

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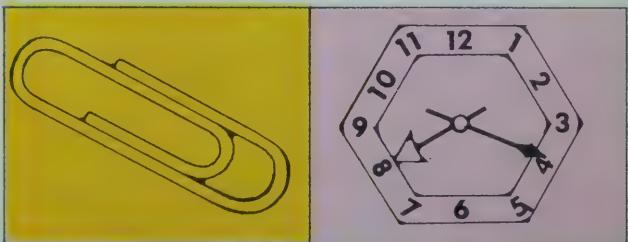
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5. Write the picture name that has the ck cluster.

---

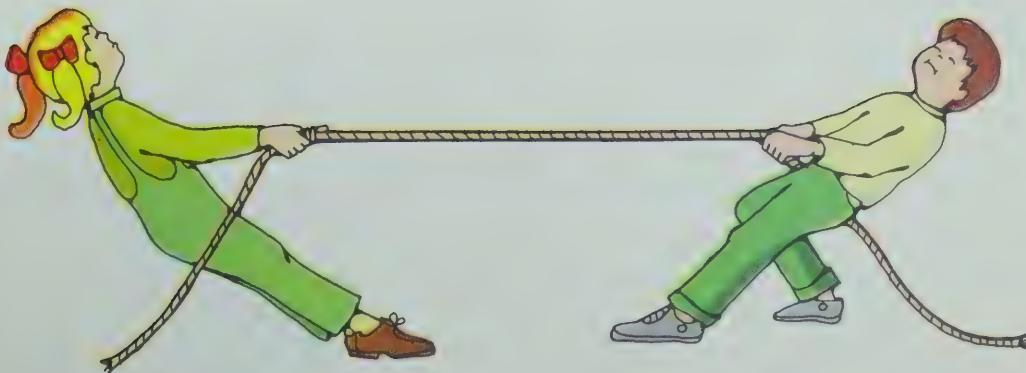
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# CHOOSE THE WORD

Say the words in each line. Circle the word in each line that has a beginning cluster.

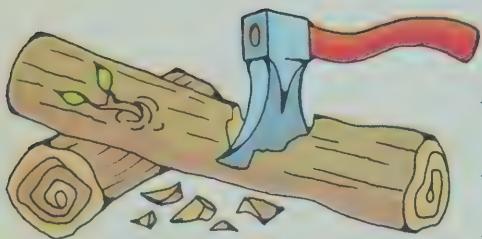
1.	them	hem	ten
2.	path	tank	thank
3.	tin	thin	tooth
4.	whip	hip	wit
5.	hen	then	hit
6.	tug	both	thug
7.	when	new	hen
8.	hit	his	this
9.	with	tick	thick
10.	win	which	wick



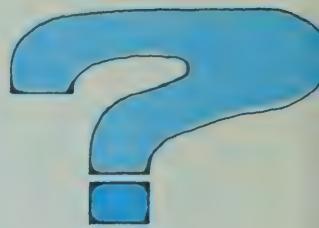
# PUZZLE SOUNDS

quilt slick chap bench quiz chat trick them than ranch

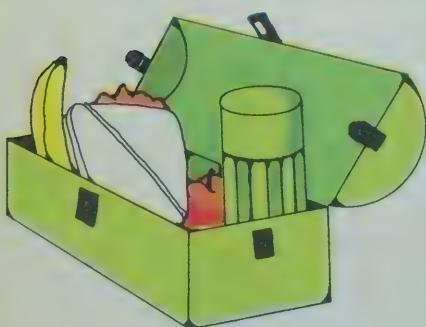
1. I am in **quiz** and **quit**. What beginning cluster sound am I? Which words on the list have the same sound? Write the words.



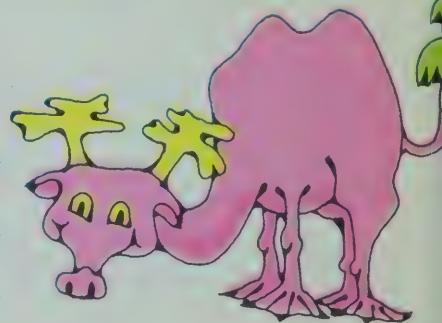
2. I am in **chin** and **chop**. What beginning cluster sound am I? Write the words from the list that have the same sound.



3. I am in **this** and **that**. What beginning cluster sound am I? Write the words from the list that have the same sound.



4. I am in **lunch** and **which**. What ending cluster sound am I? Write the words from the list that have the same sound.

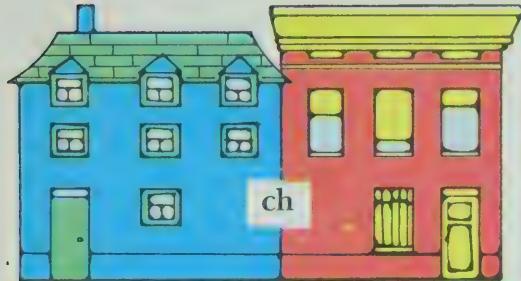


5. I am in **stick** and **stack**. What ending cluster sound am I? Write the words from the list that have the same sound.



# CLUSTER HOUSES

Listen to the words your teacher says. Write each word where it belongs.



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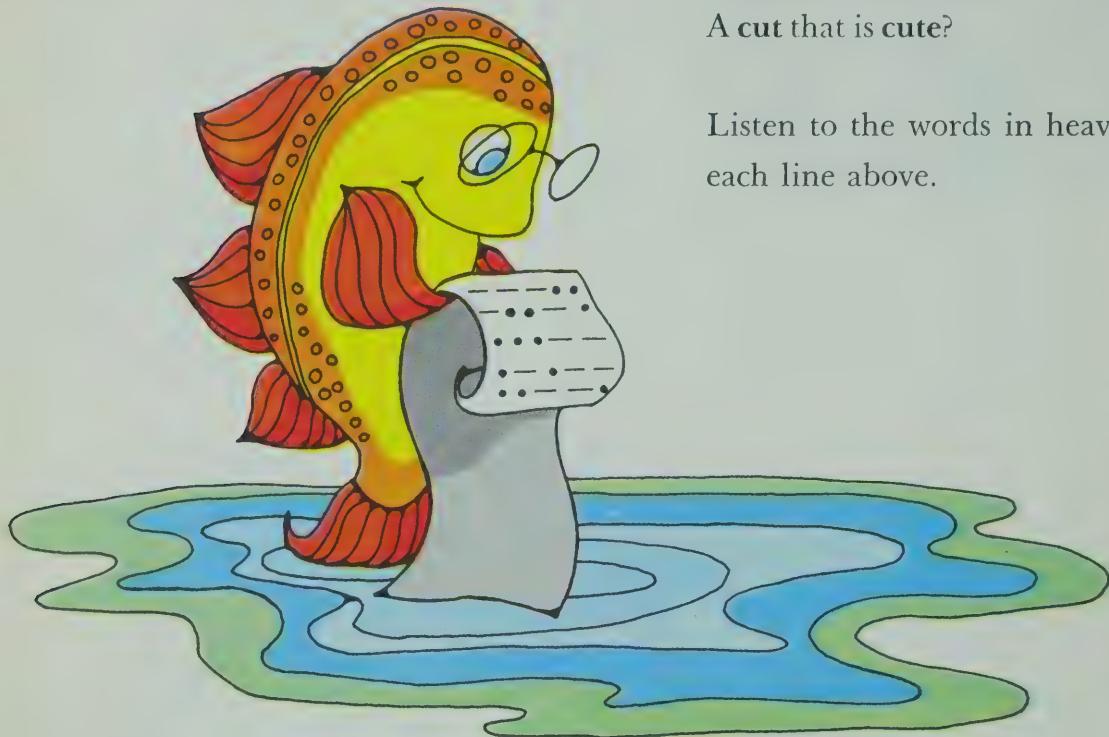
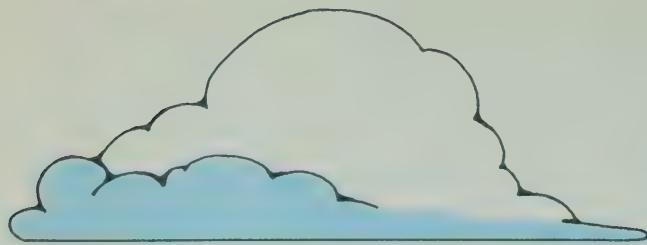
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Have you ever seen—  
**A pal** who is **pale**?  
**A kit** for a **kite**?  
**A cod** who reads **code**?  
**A cut** that is **cute**?

Listen to the words in heavy type in each line above.

In **pal** and **pale**, are the consonant sounds alike? Are the vowel sounds alike?

In **kit** and **kite**, are the consonant sounds alike? the vowel sounds?

In **cod** and **code**, are the consonant sounds alike? the vowel sounds?

In **cut** and **cute**, are the consonant sounds alike? the vowel sounds?

Words like **pale**, **kite**, **code**, and **cute** have a **long vowel sound**.

# SOUNDS AND LETTERS

1. Say each word below.

pal      kit      cod      cut

How many sounds do you hear in each word? How many letters do you see in each word?

2. Say each word below.

pale      kite      code      cute

How many sounds do you hear in each word? How many letters do you see in each word? What letter is the same in all the words?

---

## A SPELLING PATTERN

Say each picture name and listen for the vowel sound. Write the missing letters.

k \_\_\_\_\_ t \_\_\_\_\_

r \_\_\_\_\_ b \_\_\_\_\_

c \_\_\_\_\_ k \_\_\_\_\_



Did you write a vowel letter in the middle of each word? What letter did you write at the end?

---

Does a consonant letter come between the letters you wrote?

Words like **kite** and **robe** have a **vowel-consonant-e** spelling pattern.

## WRITE AND REVIEW

Practise each letter.

B



P



B



B

b



b



b

How are the letters alike?

B



P



b



p



d



Say each word:

Babe, cake, kite, bike.

List the words as they belong  
in the sentence.



rode his

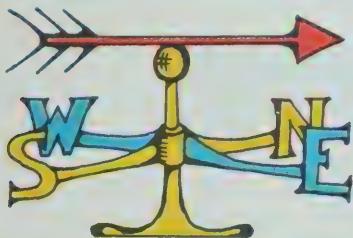
red

with a

and a

# CHANGE THE SOUND

Say these words: **dim, not, van**. Then change the vowel sounds and name each picture below. Write each picture name.

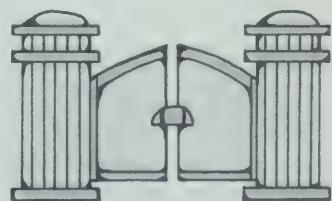


## ENDING SOUNDS

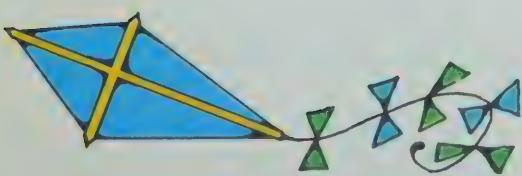
Say each picture name and listen for the last sound. In each word, write the letter that spells the last sound.



ca \_\_\_\_ e



ga \_\_\_\_ e



ki \_\_\_\_ e



co \_\_\_\_ e

make

snake

make

take

name

game

same

flame

chase

cave

gave

state

late

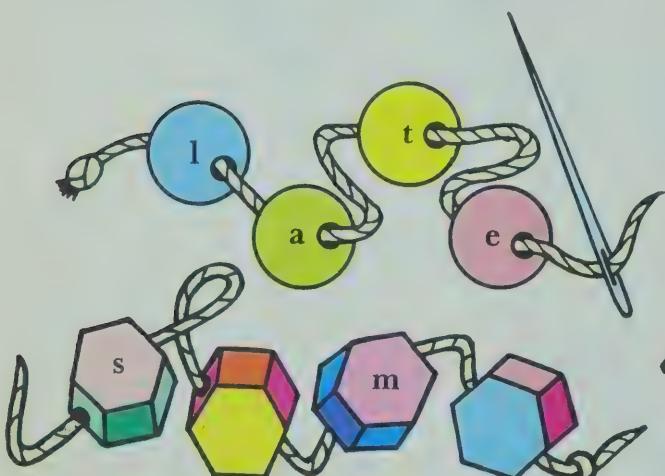
grade

trade

blaze

wave

1. Name the letters on the first and third beads.
2. Say the word that is made when the beads are strung together.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?



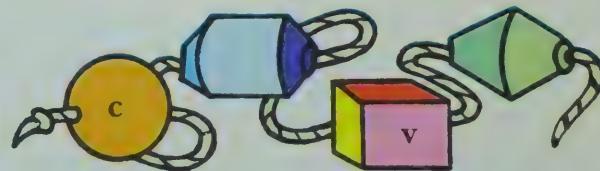
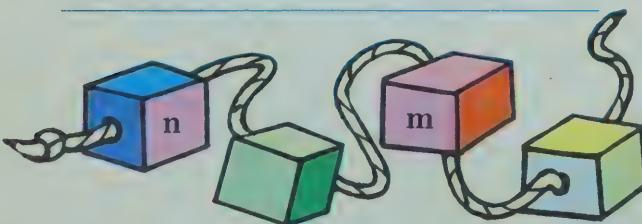
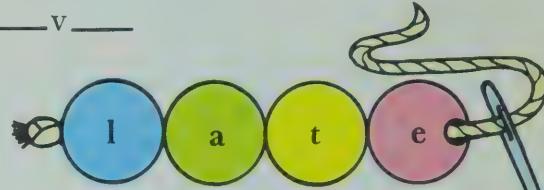
5. Link up the letters **a** and **e** with the letter groups below to make list words. Write the words.

Example:

l \_\_\_ t \_\_\_

s \_\_\_ m \_\_\_ t \_\_\_ k \_\_\_ n \_\_\_ m \_\_\_

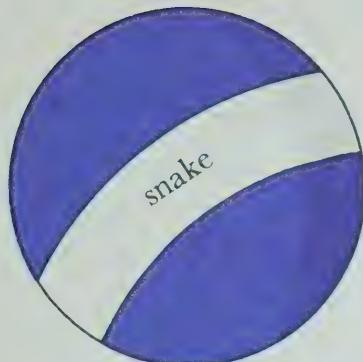
c \_\_\_ v \_\_\_



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

# PLAY BALL



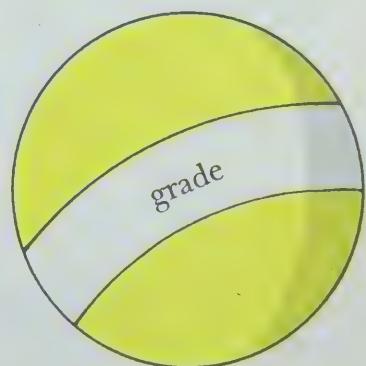
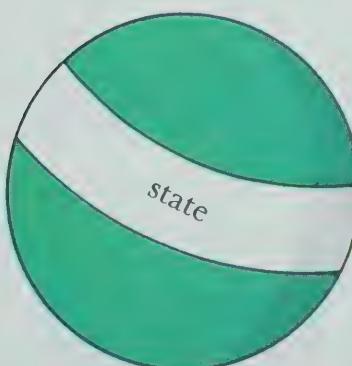
Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Say the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.



make

The long a sound in the middle of a word like  
name can be spelled a-consonant-e.

Circle the letters that spell the V-C-e pattern  
in **flame**, **chase**, **blaze**, and **wave**.



four

door

floor



## WRITE AND REVIEW

Practise each letter.

D I D D

d c d d

How are the letters alike?

D P d b a



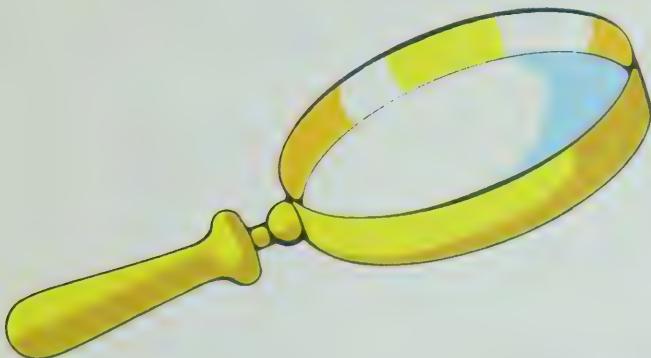
Copy the sentence.

Drake took his  
snake for a ride.

# LOOK AGAIN

## CIRCLE THE WORD

Circle the word in each line that has the short a sound.



1	plane	plate	plan
2	cat	came	skate
3	make	made	mad
4	flame	flake	flat
5	snake	snap	shape
6	fake	fate	fat

Is there an e at the end of any word you circled?

## LOOK AHEAD

### NEW WORDS FROM OLD

Say the words below. Then add a final e to each word. Say the new words you made and write them below.

1. tap \_\_\_\_\_

5. cap \_\_\_\_\_

2. hat \_\_\_\_\_

6. mad \_\_\_\_\_

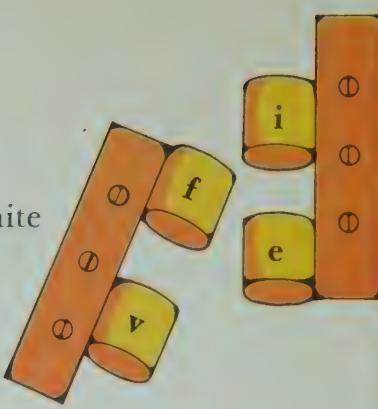
3. fat \_\_\_\_\_

7. can \_\_\_\_\_

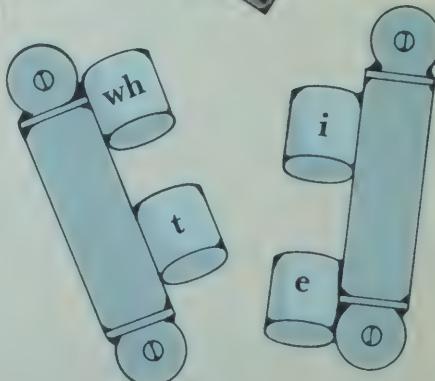
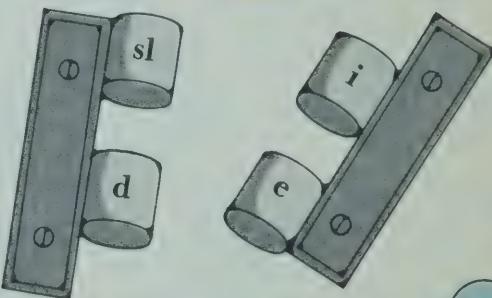
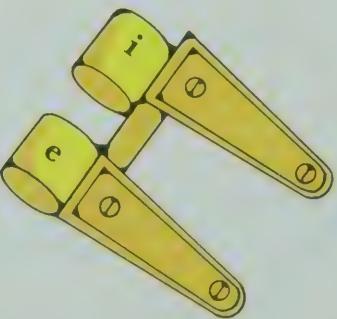
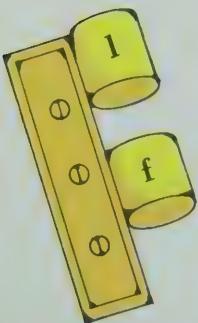
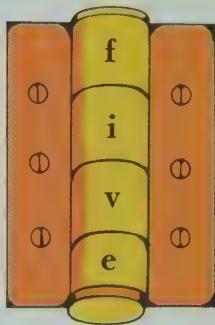
4. rat \_\_\_\_\_

8. mat \_\_\_\_\_

five      time      life      like      five      mine      rice  
 nine      ride      side      slide      while      white  
 bite      hive      tribe      kite



1. Name the letters on the right-hand hinge above.
2. Say the word that is made when the hinges link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the hinges below. Say each list word you make. Write the words.



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

## RHYME WORDS

The words **lime**, **dime**, and **time** are rhyme words. Write a list word that rhymes with each pair of words below.

1. lime  
dime

**time**

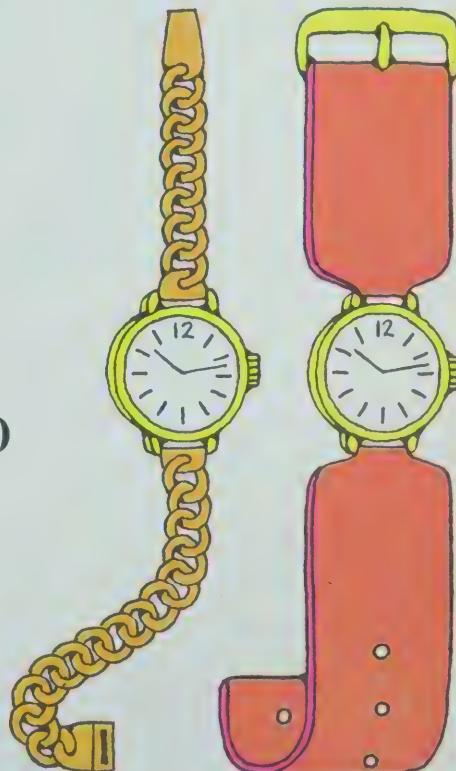
4. ride  
slide

2. side  
slide

5. fine  
mine

3. line  
nine

What vowel sound do you hear in each word you wrote?



## SWITCHEROO

Make list words by switching the letters **i** and **e** for the letters **a** and **e**.

1. whale      while

2. lake      l \_\_\_\_ k \_\_\_\_

3. race      r \_\_\_\_ c \_\_\_\_

five

The long **i** sound in the middle of a word like **ride** can be spelled **i-C-e**.

Circle the letters that spell the **V-C-e** pattern in **bite**, **hive**, **tribe**, and **kite**.

●      was      what      want      ●

## WRITE AND REVIEW

Practise each letter.

V

V

V

V

V

V

X

X

X

X

X

X

How are the letters alike?

V X W

V X W

He did a dive  
At half past five,  
And then at six  
He did some tricks.



Read the poem. Write the words  
that rhyme with dive and tricks.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.



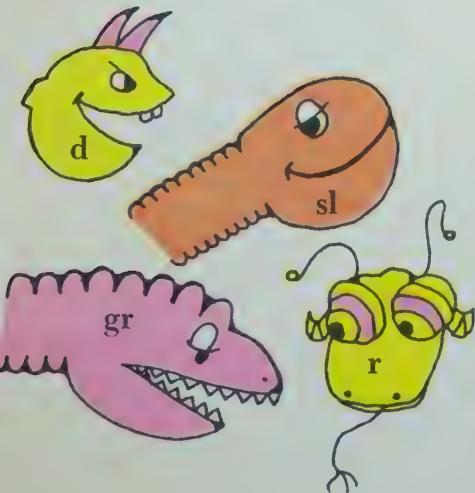
rid <sup>1</sup>	ride <sup>2</sup>	slide <sup>3</sup>	slid <sup>4</sup>	dime <sup>5</sup>
				dim <sup>6</sup>
				hid <sup>7</sup>
bite <sup>12</sup>	bit <sup>11</sup>	quite <sup>10</sup>	quit <sup>9</sup>	hide <sup>8</sup>

# LOOK AHEAD

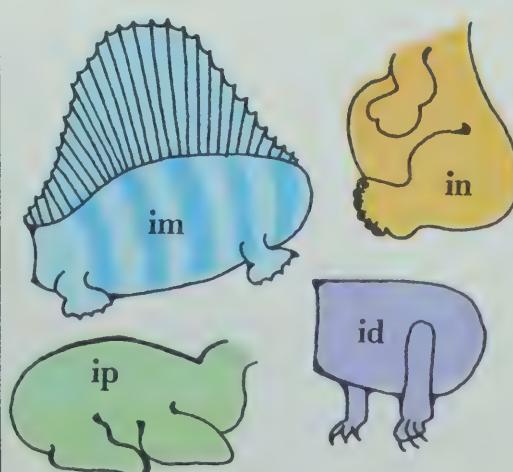
## MAKE A MONSTER

Use a head, a body, and a tail to make as many real words as you can. Write the words on your paper.

### Heads



### Bodies

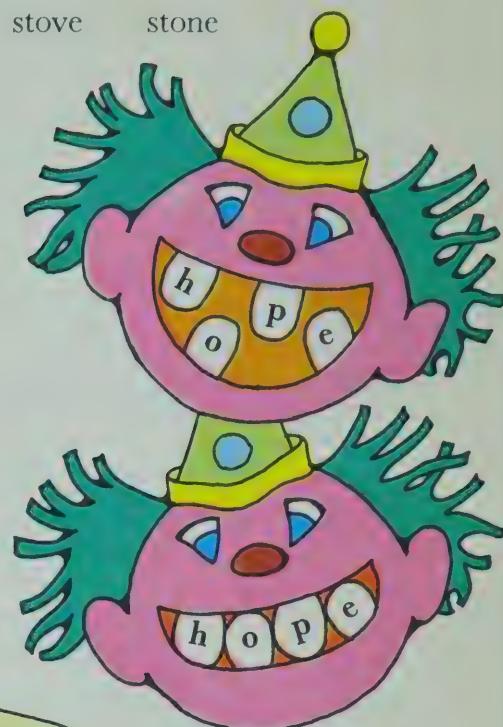


### Tails



hope	rope	hope	bone	code	robe	woke	zone	choke
	joke	smoke	close	those	stove	stone		
	hose							

1. Name the letters on the top teeth.
2. Say the word that is made when the teeth link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the teeth below. Say each list word you make. Write the words.



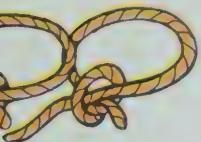
6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

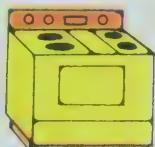
# MORE THAN ONE

Name each list word and the picture below it. Write each picture name below each word.

1. rope



2. stove



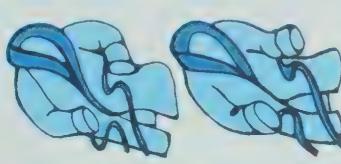
3. bone



4. stone



5. robe



## FINISH THE CARTOONS

Say each word. Write the long o words that complete the story.



joke      jack

It's no

class      close      to get too

sock      smoke      to the

The long o sound in the middle of a word like **bone** can be spelled o-C-e.

Circle the letters that spell the V-C-e pattern in **zone**, **choke**, and **hose**.

any      many      anything

## WRITE AND REVIEW

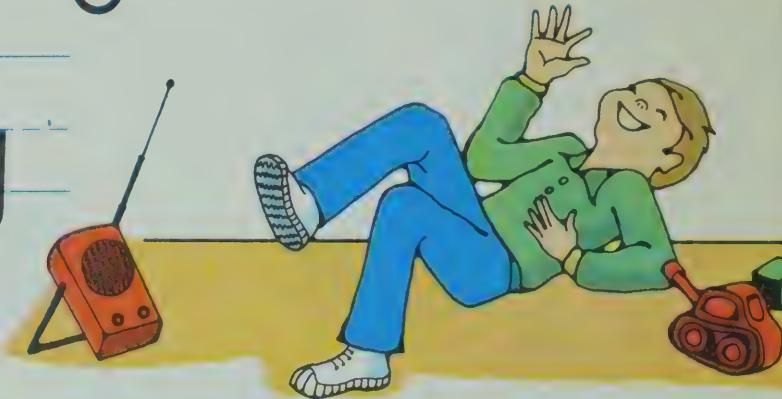
Practise each letter.

J J J

j J J j

How are the letters alike?

J j j g



Copy the sentence.

Jake heard a  
funny joke.

# LOOK AGAIN

## CIRCLE THE WORD

Circle the words in each line that have the long vowel sound.



1.	hop	hope	slope	slop
2.	at	ate	mad	made
3.	bit	quit	quite	bite
4.	rob	rode	robe	rod

What letter do you see at the end of every word you circled?

## LOOK AHEAD

### NEW WORDS FROM OLD

Use either an **a** or an **i** to make new words from the words below. Say the words you make and write them below.

1. wove wave

2. wrote write

3. woke                   

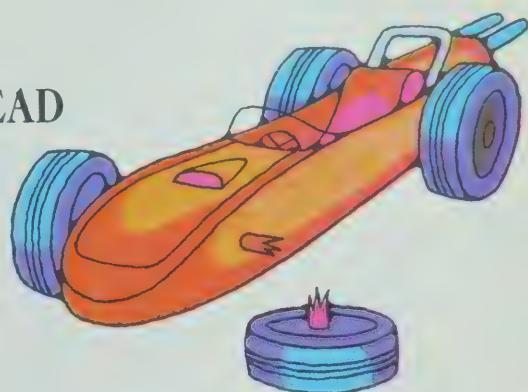
4. rode                   

5. coke                   

6. broke                   

7. spoke                   

8. drove                   



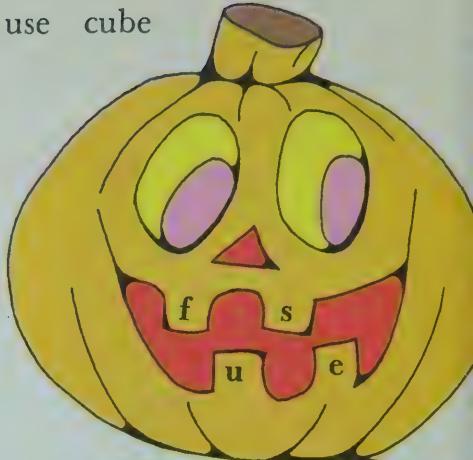
fuse      cute    mule    huge    fume    Yule    fuse    use    cube

see      tree    bee    see    three    free    fee    flee

1. Name the letters on the pumpkin.
2. Say the word that is made when the pumpkin teeth link up.
3. What vowel sound do you hear in the word?
4. What is the last letter in the word?
5. Link up the letters **u** and **e** with the letter groups below to make list words.

f \_\_\_\_ m \_\_\_\_      Y \_\_\_\_ l \_\_\_\_

h \_\_\_\_ g \_\_\_\_



6. What long vowel sound do you hear in each word you wrote? What is the last letter in each word?

Write all the words you can think of that rhyme with list words.

# FINISH THE CARTOONS

Write list words to complete the sentences in the cartoons.

1. I am a mule.

I think I am \_\_\_\_\_.



2. I am a tiny \_\_\_\_\_.



I can fly higher than a \_\_\_\_\_.

## WORD BUILDING

Build list words by adding the same vowel letter twice to the unfinished words below.

1. s ee 2. f \_\_\_\_\_

3. b \_\_\_\_\_ 4. fr \_\_\_\_\_ 5. tr \_\_\_\_\_ 6. thr \_\_\_\_\_

What vowel sound do you hear in each finished word?

use

The long **u** sound in the middle of a word like **cute** can be spelled **u-C-e**.

see

The long **e** sound at the end of a word like **tree** can be spelled **ee**.

Circle the letters that spell the V-G-e pattern in **use** and **cube**.

Circle the letter that spells the vowel sound in **flee**.

● mother      father      children ●

## WRITE AND REVIEW

Practise each letter.

G C G G

g c g g

How are the letters alike?

G C g j



Copy the sentence.

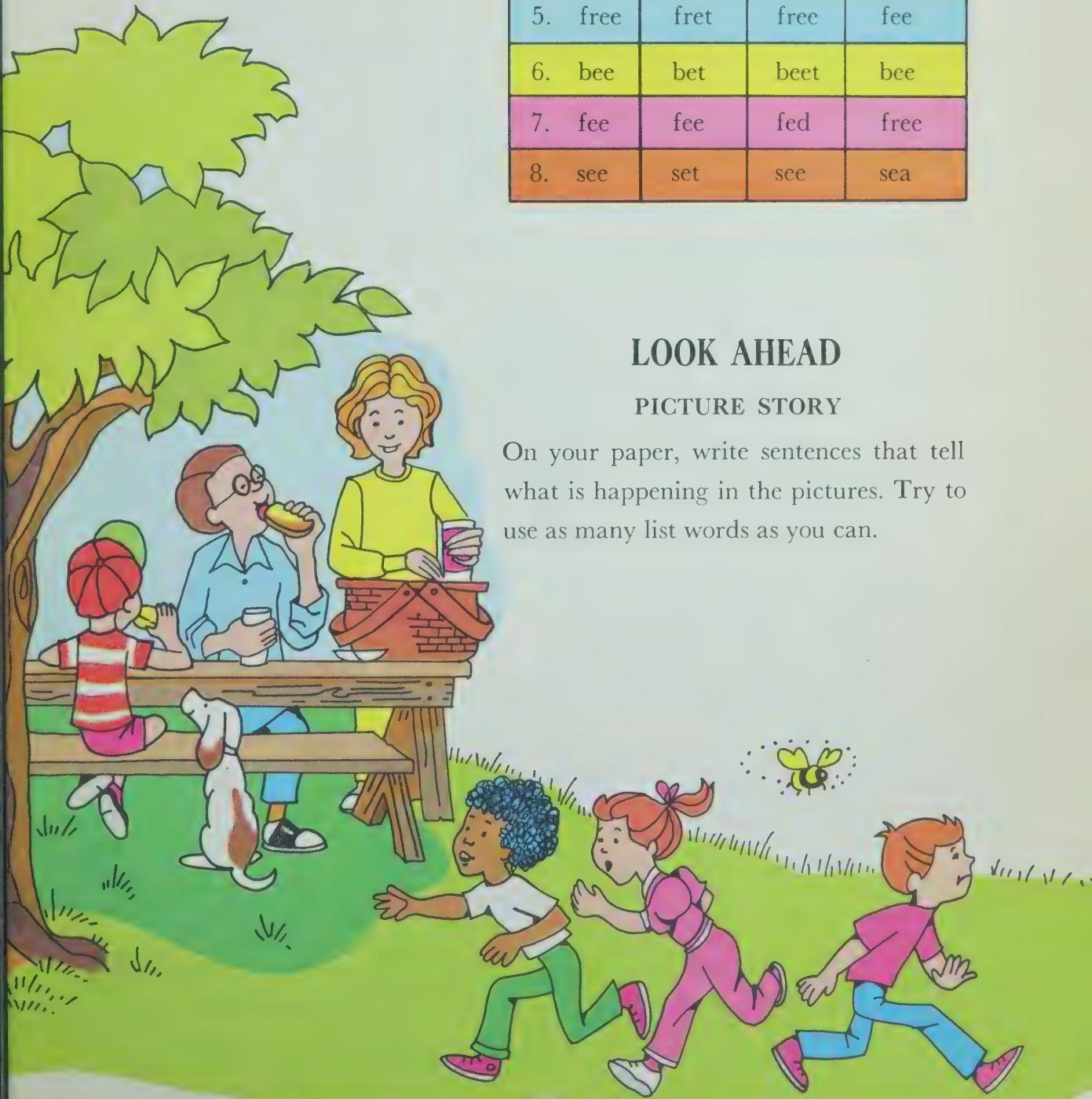
Georgie the mule  
raced the big bee.

# LOOK AGAIN

## MATCHO

Circle the word in each line that is spelled the same as the first word.

1. fuse	<b>fuse</b>	fist	fast
2. huge	hurt	hate	huge
3. fume	fame	fine	fume
4. cute	cut	cute	cape
5. free	fret	free	fee
6. bee	bet	beet	bee
7. fee	fee	fed	free
8. see	set	see	sea



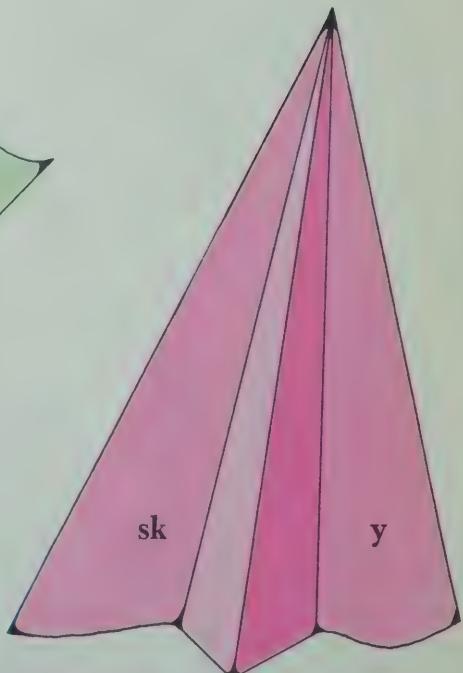
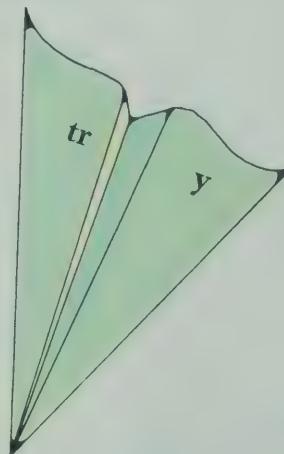
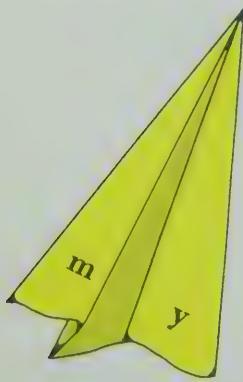
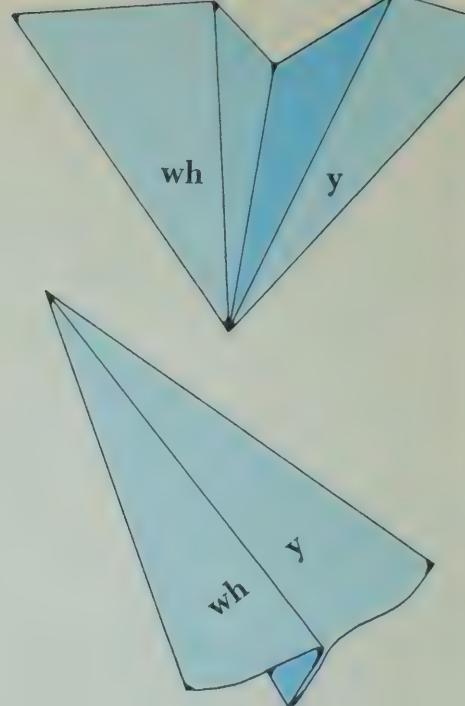
## LOOK AHEAD

### PICTURE STORY

On your paper, write sentences that tell what is happening in the pictures. Try to use as many list words as you can.

my	my	by	why	try	cry
dry	fly	sky	sly	spy	
baby	happy	funny	candy	baby	
	taffy	fancy			

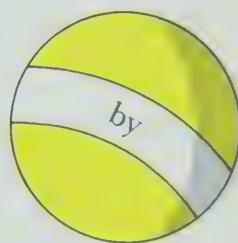
1. Name the letter on the right-hand side of the blue airplane.
2. Say the word that is made when the airplane links up.
3. What vowel sound do you hear in the word?
4. What letter stands for that vowel sound?
5. Link up the airplanes below. Say each word you make. Write the words.



6. What long vowel sound do you hear in each word you wrote? What letter stands for that sound?

Write all the words you can think of that rhyme with list words.

# PLAY BALL



Ask two children to play ball with you.

Player 1: Name a colour.

Player 2: Name the word.

Player 3: Spell the word.

Everyone: Write the words on your paper.

# TRACK DOWN

Look at the two words below. Do you know two meanings for each word?

1. fly

2. cry

Go to your spelling dictionary and track down both of the words. Be ready to tell the class about both meanings of each word.

my

The long **i** sound at the end of a one-part word like **fly** is usually spelled **y**.

baby

The long **e** sound at the end of a two-part word like **funny** is usually spelled **y**.

Circle the letter that spells the last vowel sound in **sly**, **spy**, **taffy**, and **fancy**.

• does      done      love      •

## WRITE AND REVIEW

Practise each letter.

Y

Y

Y

y

y

y

How are the letters alike?

Y K y v



Copy the sentence.

Yes, the candy hill  
hits the sky.

# LOOK AGAIN

## TREASURE HUNT

Listen to what your teacher says.

drip <sup>1</sup>	dry <sup>2</sup>	flee <sup>3</sup>	fly <sup>4</sup>	fry <sup>5</sup>	free <sup>6</sup>	babe <sup>7</sup>
						baby <sup>8</sup>
						my <sup>9</sup>
	try <sup>14</sup>	tree <sup>13</sup>	by <sup>12</sup>	be <sup>11</sup>	me <sup>10</sup>	



## LOOK AHEAD

### PICTURE RIDDLES

Think of words that end in y to name the pictures below. Write

the words. (Hint: The answers will not be list words.)

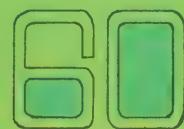
1.



3.



5.



2.



4.



6.



army

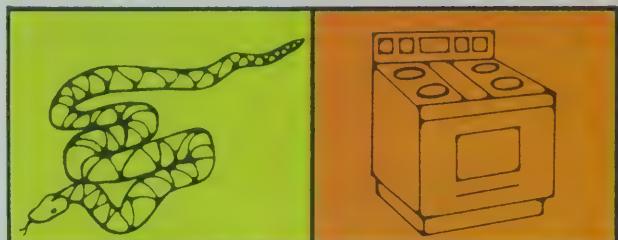
## NAME THE PICTURES

1. Write the picture name that has the long *a* sound.

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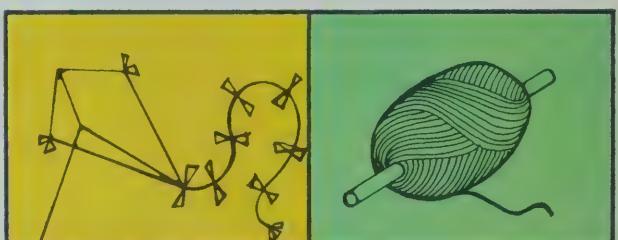


2. Write the picture name that has the long *i* sound.

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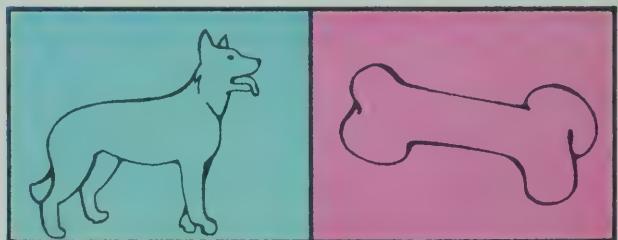


3. Write the picture name that has the long *o* sound.

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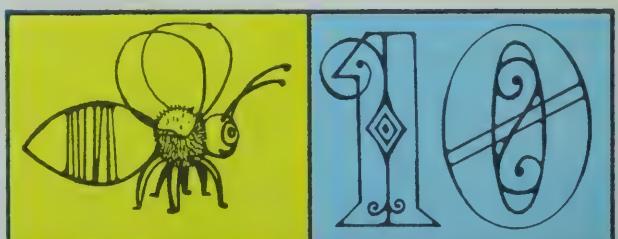


4. Write the picture name that has the long *e* sound.

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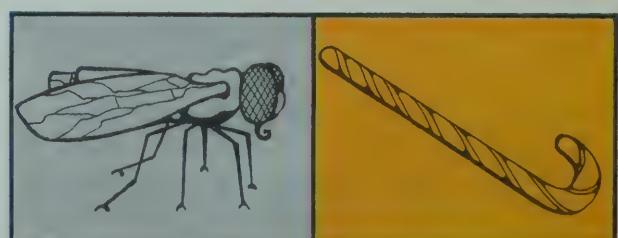


5. Write the picture name that has the long *i* sound.

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## PICTURE NAMES

Name each pair of pictures on this page. Write the **V-C-e** spellings in each pair of picture names.

1.

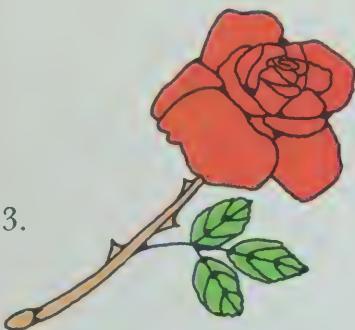


2.



5

3.



4.

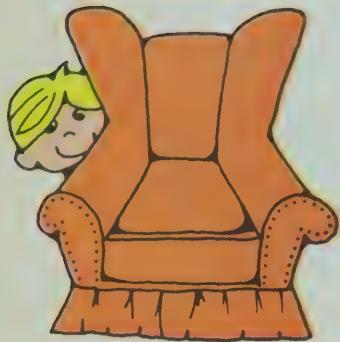


Can you write the names of any of the pictures on this page? How many can you write?

# PUZZLE SOUNDS

page nice sixty fume spoke cube army coke wife gate

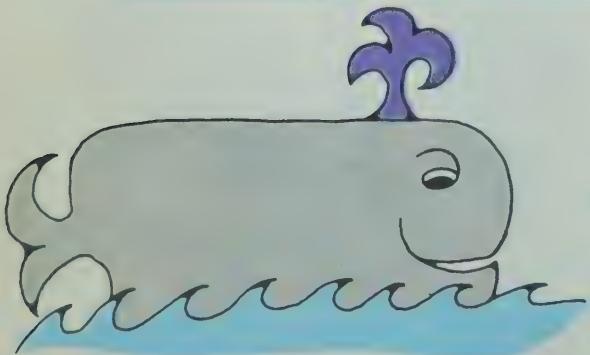
1. I am in **lake**, **cage**, and **race**. What vowel sound am I? Which words on the list have the same sound? Write the words below.



2. I am in **hike**, **hide**, and **bike**. What vowel sound am I? Write the words from the list that have the same sound.



3. I am in **rose**, **home**, and **nose**. What vowel sound am I? Write the words from the list that have the same sound.



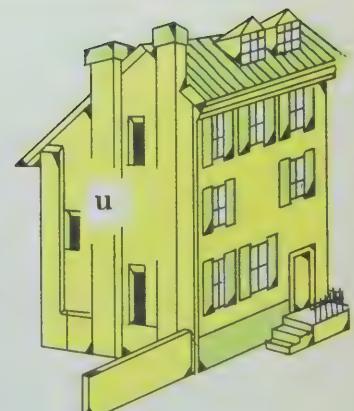
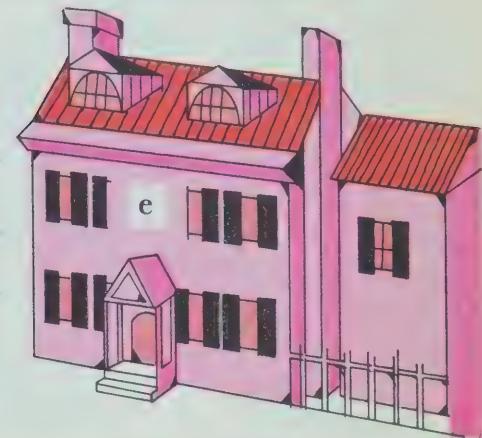
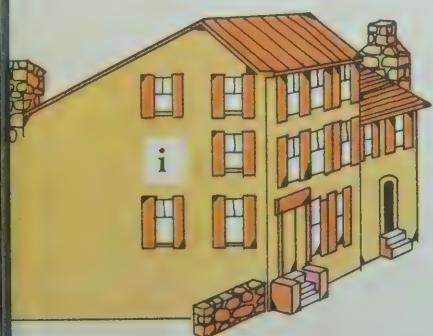
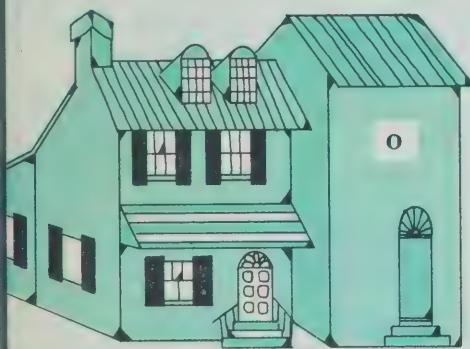
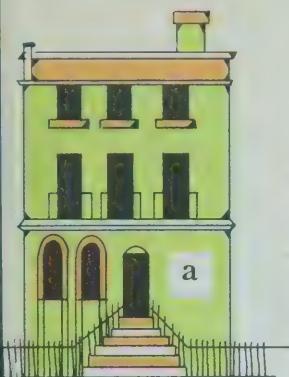
4. I am in **cute**, **mule**, and **huge**. What vowel sound am I? Write the words from the list that have the same sound.

5. I am in **lady**, **story**, and **puppy**. What vowel sound am I? Write the words from the list that have the same sound.



# VOWEL HOUSES

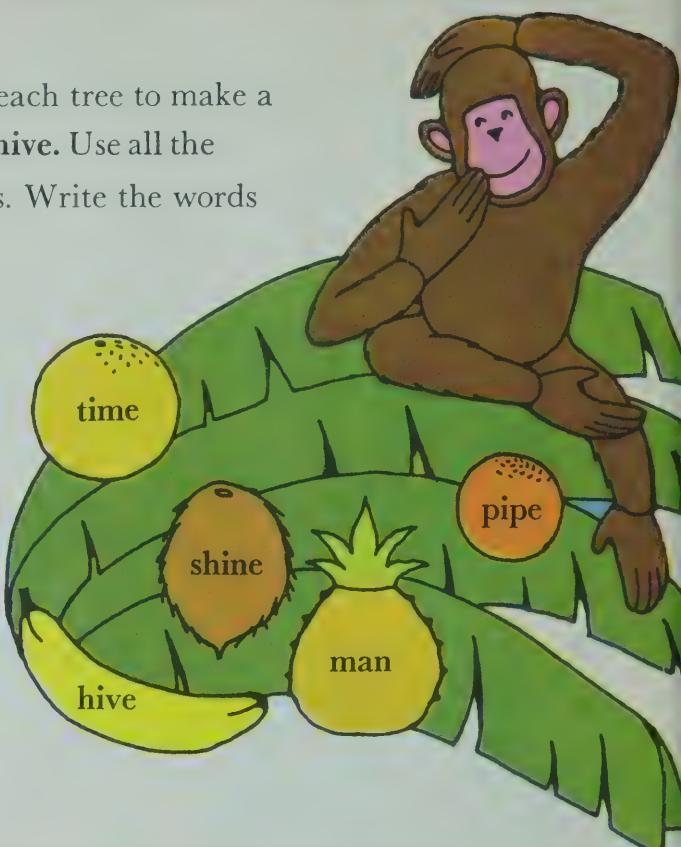
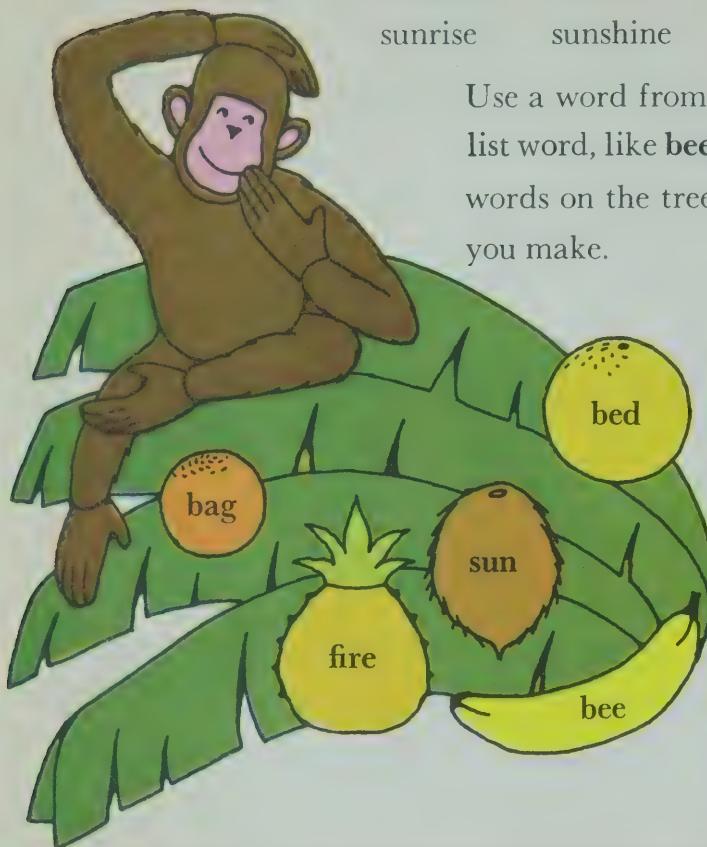
Listen to the words your teacher says. Write each word next to the house where it belongs.



bee hive

dishrag      bedtime      bagpipe      myself      beehive  
 fireman      inside      hillside      uphill      makeup  
 sunrise      sunshine

Use a word from each tree to make a list word, like **beehive**. Use all the words on the trees. Write the words you make.



Say the words you wrote. Can you hear two small words in each word?

## WORD BASKET

Say the words in the basket. Then put the words together to make list words. Use each word only once. Write the words you make.



## FINDING WORDS

Say each word below. Can you hear more than one word in each? Write the words inside each word below.

1. inside

in side

2. hillside

hill side

3. sunrise

sun rise

bee hive

A new word can be made by putting two words together.

friend never wear

## WRITE AND REVIEW



Write the list words that will finish the sentence.

He played a

for the

, near a

on the

# LOOK AGAIN

## HOW MANY WORDS?

Say each word below. Circle the words that are made of two smaller words.

1. bedtime
2. myself
3. time
4. shine
5. sun
6. sunshine



## CIRCLE THE WORDS

When your teacher says one of the words, listen for the two words inside. Circle each of the two words.

1. uphill
2. hillside
3. dishrag
4. makeup
5. fireman
6. sunshine

# LOOK AHEAD



## WORD FAMILIES

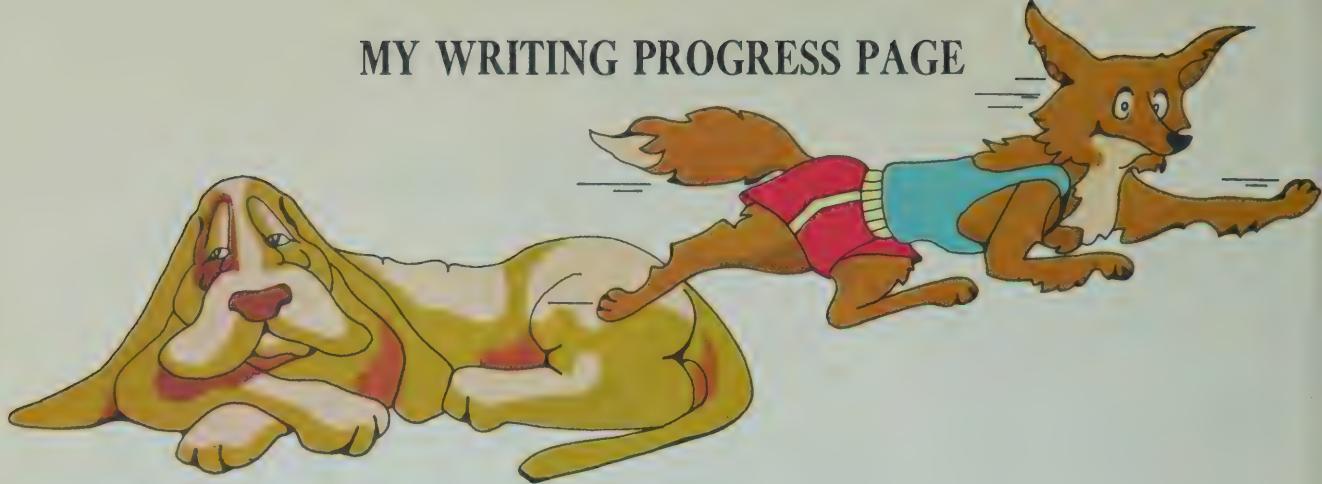
In the word family below, every word is made by adding a different word to **sun**:

sunshine, sunrise, sunbeam, suntan,  
sunburn, sunflower, sunlight.

Add words to each word below to write three more word families. Make each word family as large as you can.

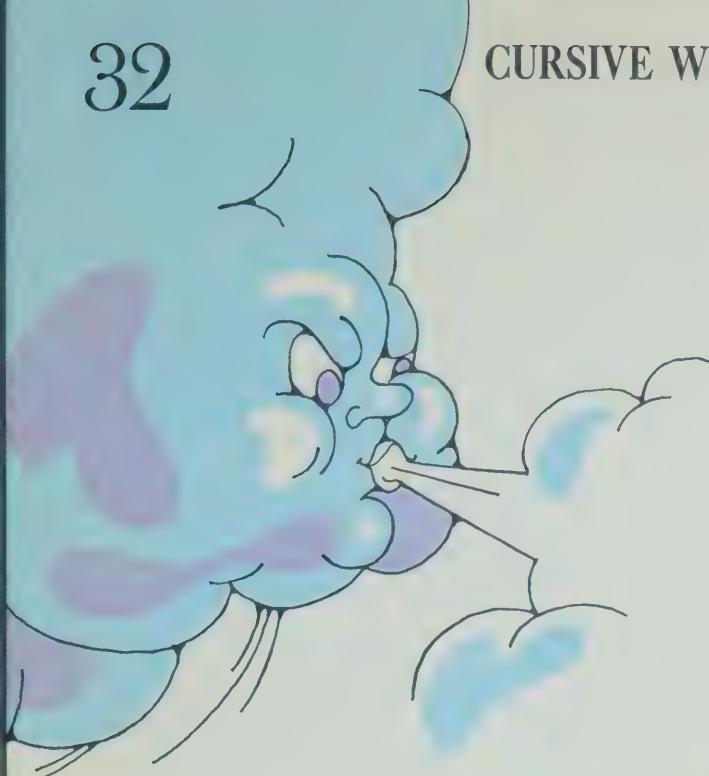
1. up
2. ball
3. out

## MY WRITING PROGRESS PAGE



Copy the sentence.

The quick brown  
fox jumps over  
the lazy dog.

A large, stylized cloud with a face, wearing a purple hat and holding a stick, is blowing a small, wispy cloud.

windy

windy



On a windy day,  
In my windy way,  
I push with all my might.  
I make things slant,  
Then howl and chant,  
From morning on 'til night.

i i u u w w



ee ss rr tt

rest see set

is it us wet

tree trust



aa oo cc dd

late dress

at cat red

cute code

cross trade



ll bb hh kk

take black

bad had

clock woke

bee hillside



vv      nm      mm

yy      xx      zz

men      cave

try      trombone

box      whiz



gg jj pp

qg ff

fun frog

grass joke

guilt plan



Aa Oo Dd

Cc Ee

Ann

Dick

Carol

Otto

Diana

Edward



Nn Mm Hh

Kk Ww

Wendy

Harry

Nick Mrs. Will

Kate

Mr. Will



Vv

Uu

Yy

Xx

Zz

Victor

Vicky

Ursula

Yvonne

Xavier

Jane



P P

R R

J j

L L

Q Q

Pat, Ray, Liz,

and Joe went to

visit Quentin.



T *T* F *F* I *l*

B *B* G *G* S *s*

Tom, Fred, Beth,

and Irene are

in a class play.



## CURSIVE SMALL LETTERS

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

## CURSIVE CAPITAL LETTERS

A B C D E F G H I

J K L M N O P Q R

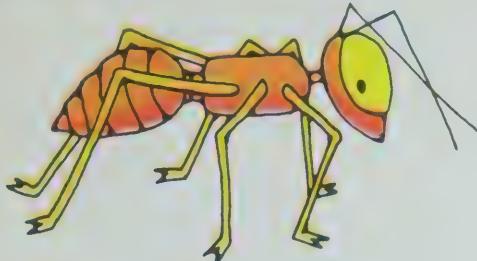
S T U V W X Y Z

# SPELLING DICTIONARY

ant

A

**ant** a tiny insect with six legs that lives in the ground. The **ant** carried away the crumb.



B

**bear** a large forest animal that has fur. The **bear** was eating honey.



**bee** an insect with a stinger and four wings that make a buzzing noise.

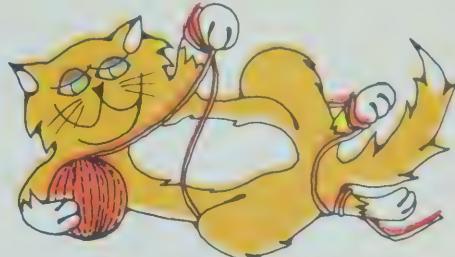
The **bee** stung my toe.



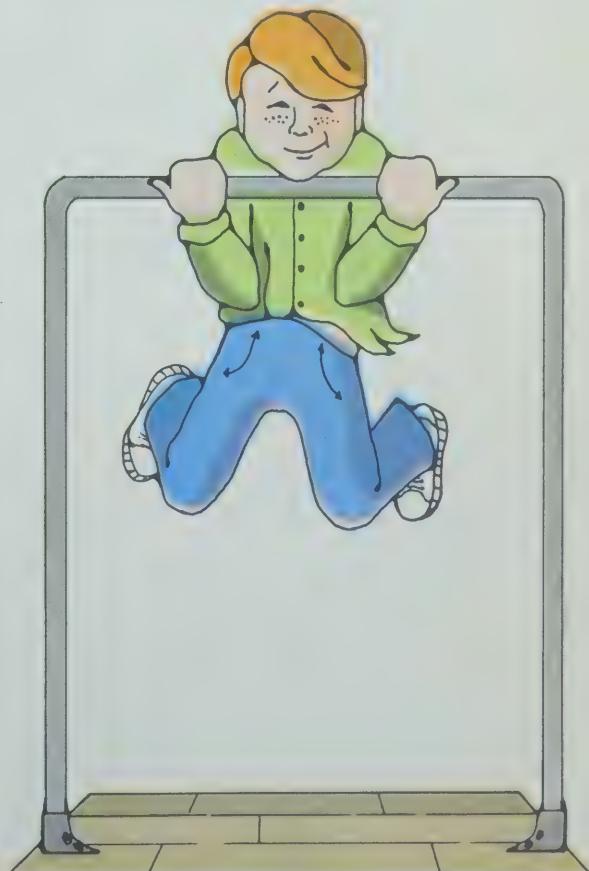
chin

C

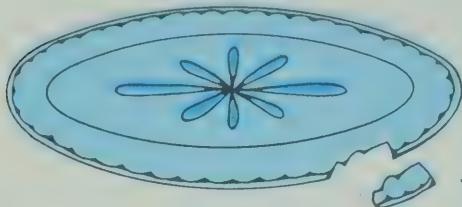
**cat** a small, furry animal that is often a pet. Craig's **cat** had white paws.



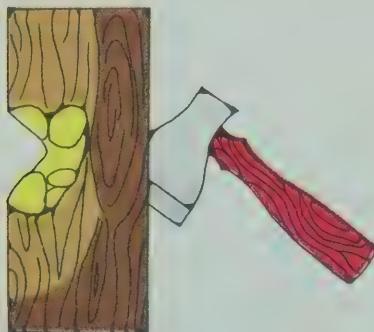
**chin** 1. the part of the face below the mouth. Sidney bumped his **chin** on the door. 2. to pull oneself up and touch the **chin** on the bar. Joey can chin himself sixteen times.



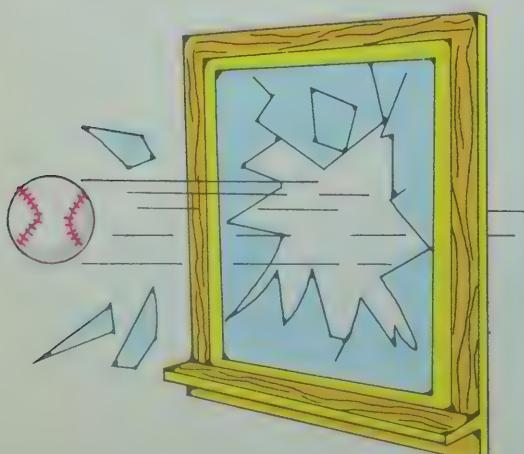
**chip** 1. to break small pieces off dishes, wood, and other things. Did you **chip** that plate? 2. a small, thin piece of food or candy. Let me have a potato chip.



**chop** 1. to cut into pieces. Wade likes to **chop** wood. 2. a small cut of meat attached to a rib bone. Mother cooked a lamb **chop** for my dinner.



**crash** 1. a loud noise. The glass fell with a **crash**. 2. to smash into something. I saw the ball **crash** through the window.



**cry** 1. to shed tears. Babies **cry** a lot. 2. a loud call. I heard a **cry** for help.



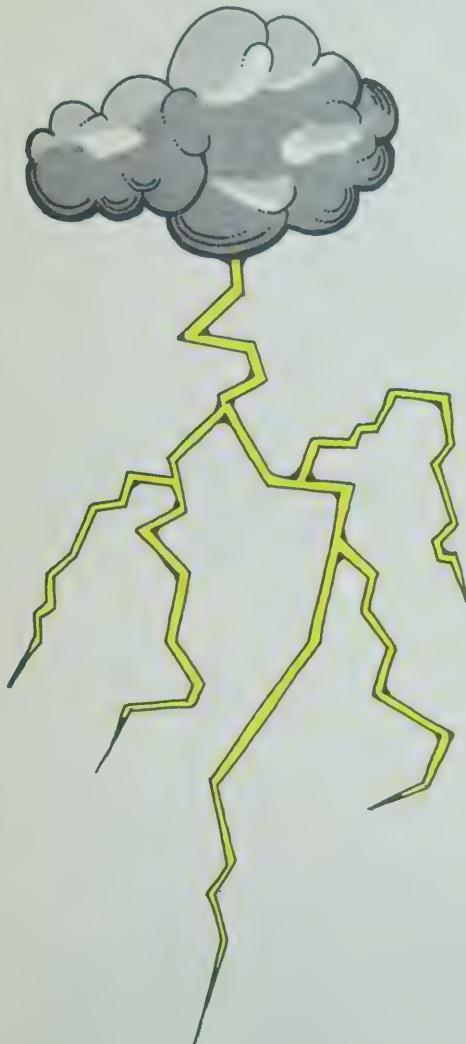
## D

**deer** a fast-running animal that eats grass. The **deer** was in the forest.



## F

**flash** 1. to send a short burst of light. We saw lightning **flash** across the sky. 2. to pass quickly. Did you see the rabbit **flash** through the garden?



**fly** 1. a household insect with wings. Swat the **fly**. 2. to move through the air. Jets **fly** above clouds.

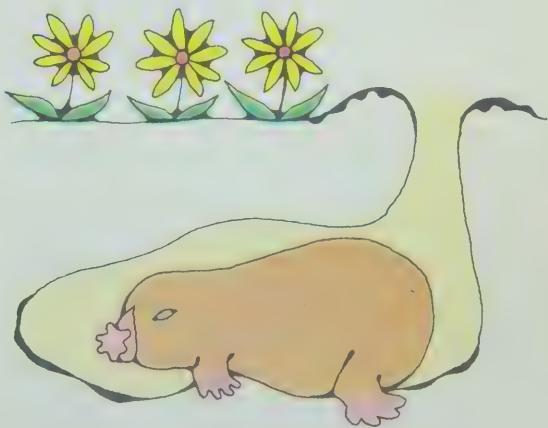


**fox** a small, wild animal like a dog. The **fox** hid from the dogs.



## M

**mole** a small animal that lives underground. My pet **mole** can't see very well.



## P

**plant** 1. to place in the ground. We will **plant** some seeds. 2. a living thing that has roots and green leaves. Which **plant** in my garden do you like best?

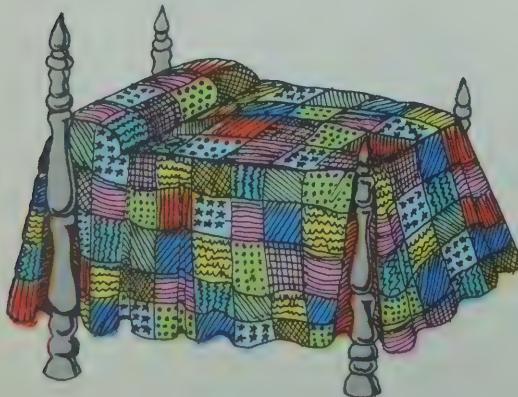
punch

punch 1. to hit with the fist. He was going to **punch** me. 2. a drink made by mixing different liquids together. Joel had six glasses of fruit **punch** at the party.



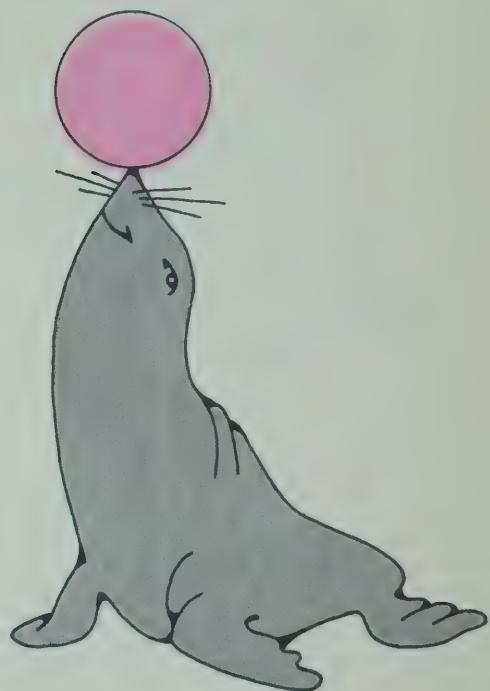
Q

quilt 1. a bed cover made of two cloth layers with padding in between. Martha made a **quilt**. 2. to stitch in layers with padding in between. Susan will **quilt** the skirt.

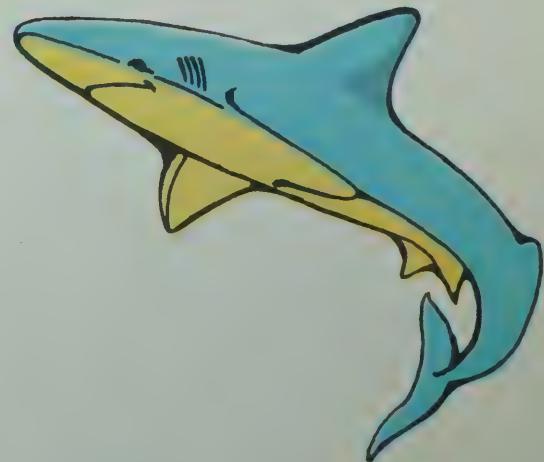


S

seal a sea animal with four flippers. The seal had tough skin.



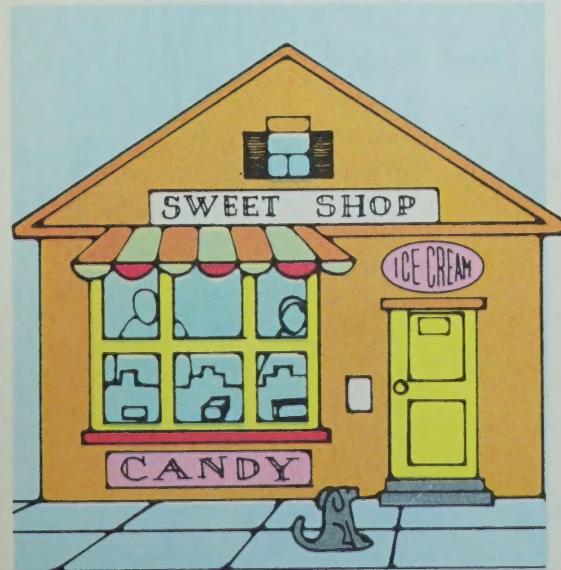
shark a large fish that sometimes attacks people. A **shark** was following the boat.



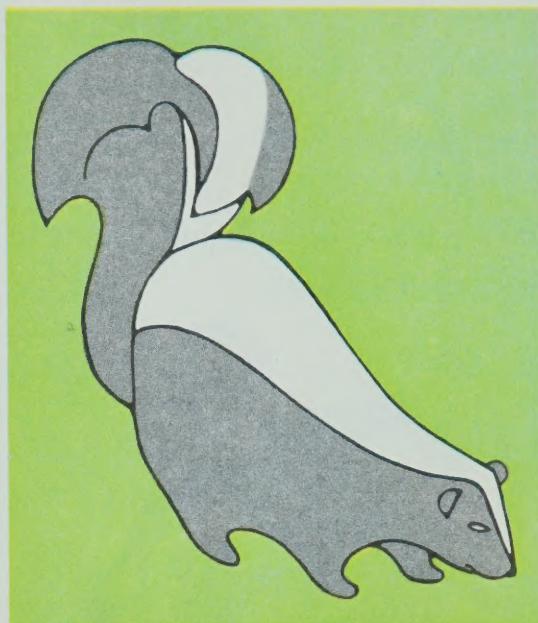
**ship** 1. an ocean-going vessel that is larger than a boat. The **ship** sailed to England. 2. to send by ship, plane, truck, or train. Should we **ship** our furniture to England?



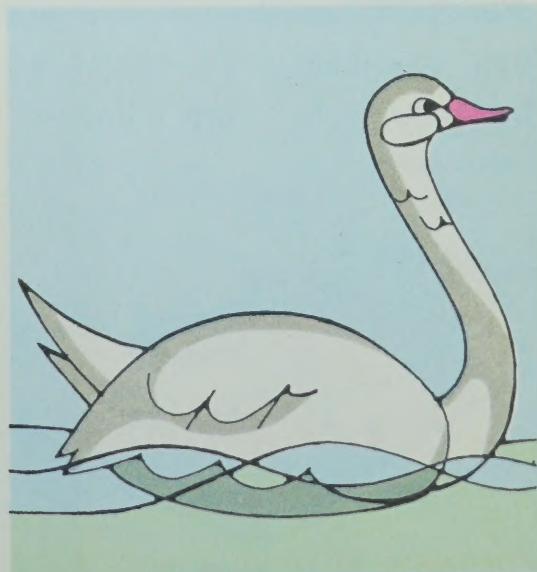
**shop** 1. a store. Jane bought some gum in the candy **shop**. 2. to buy things. Tom wants to **shop** for a bike.



**skunk** a small, black and white animal that sprays a bad-smelling liquid when scared. The **skunk** followed me home.



**swan** a large bird with a long neck that lives on the water. The **swan** was all white.



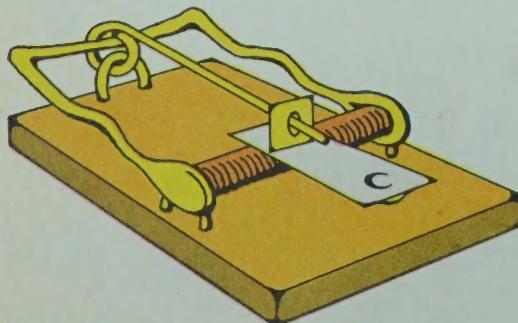
**swing** 1. to move back and forth. Walt likes to **swing** on the rope. 2. a seat hung from ropes. Arlene is sitting in the **swing**.

## T

**tar** a black, sticky liquid. The road is covered with **tar**.



**trap** something used to catch and hold animals. Joey made a **trap** to catch mice.



**trunk** 1. the main stem of a tree. The squirrel raced up the tree **trunk**. 2. the nose of an elephant. The elephant used his **trunk** to reach the peanut.

## Z

**zebra** a horselike animal with black and white stripes that comes from Africa. The **zebra** ran from the lion.



39361017 Curr

THE BASIC  
SKILLS IN  
HANDWRITING

Sept.



\*000006241657\*

May

Final

Teacher's  
Rating

1. Size
2. Shape
3. Spacing
4. Sitting on  
the base  
line
5. Style

Once a month you will check your handwriting.  
Your teacher will help.

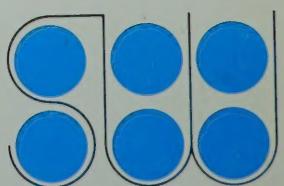
If you use a skill well, color the square blue.

If you need to practise a skill, color the square red.

1. Size	Make capital and tall letters almost a full space high. Make small letters a half space high.
2. Shape	Make your letters look like the models. Make straight letters straight and round letters round.
3. Spacing	Between words, leave a space as wide as one of your finger tips or the width of small o.
4. Sitting on the base line	Make all letters touch the base line.
5. Style	Keep your work neat and clean. Keep correct margins. Do not erase or write over letters.

I can write well.

B14434



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